
Niveau(x) d'enseignement: 3 Numéro EDUQ : 8270901
Centre d'intérêt: 210

Killingbeck, J.

Declining pupil population, 1977-78 : data, trends, indicators & implications / J. Killingbeck, E. A. Robert. -- [Pointe-Claire] : Commission scolaire de Lakeshore, [1978?].
v. 272 p. : graph., plans ; 28 cm.

Titre de la couv.

Cote Dewey: 370.9'714/K48d Cote LC: LA/418/.Q3

Descripteur(s): *Population étudiante *Diminution de la population *Administration scolaire *Planification scolaire *Revue de la documentation *Primaire (Niveau)

Dossier sur la diminution de la population étudiante à la commission scolaire du Lakeshore. La première partie comprend une revue de la documentation portant sur le sujet en général, un examen des causes de ce déclin, un aperçu de l'évolution de la clientèle dans les écoles du territoire de Lakeshore et un portrait des conséquences de la baisse de la clientèle. La deuxième partie contient: 1. une proposition en vue d'une politique générale à l'égard du déclin des inscriptions scolaires; 2. un processus de prise de décision pour des voies de solution; 3. trois suggestions de processus pour une utilisation des écoles. La dernière partie regroupe les résultats de plusieurs études: 1. l'inventaire physique des écoles primaires du territoire du Lakeshore; 2. une consultation sur le déclin de la population scolaire; 3. des suggestions de politiques à l'égard du déclin des inscriptions.

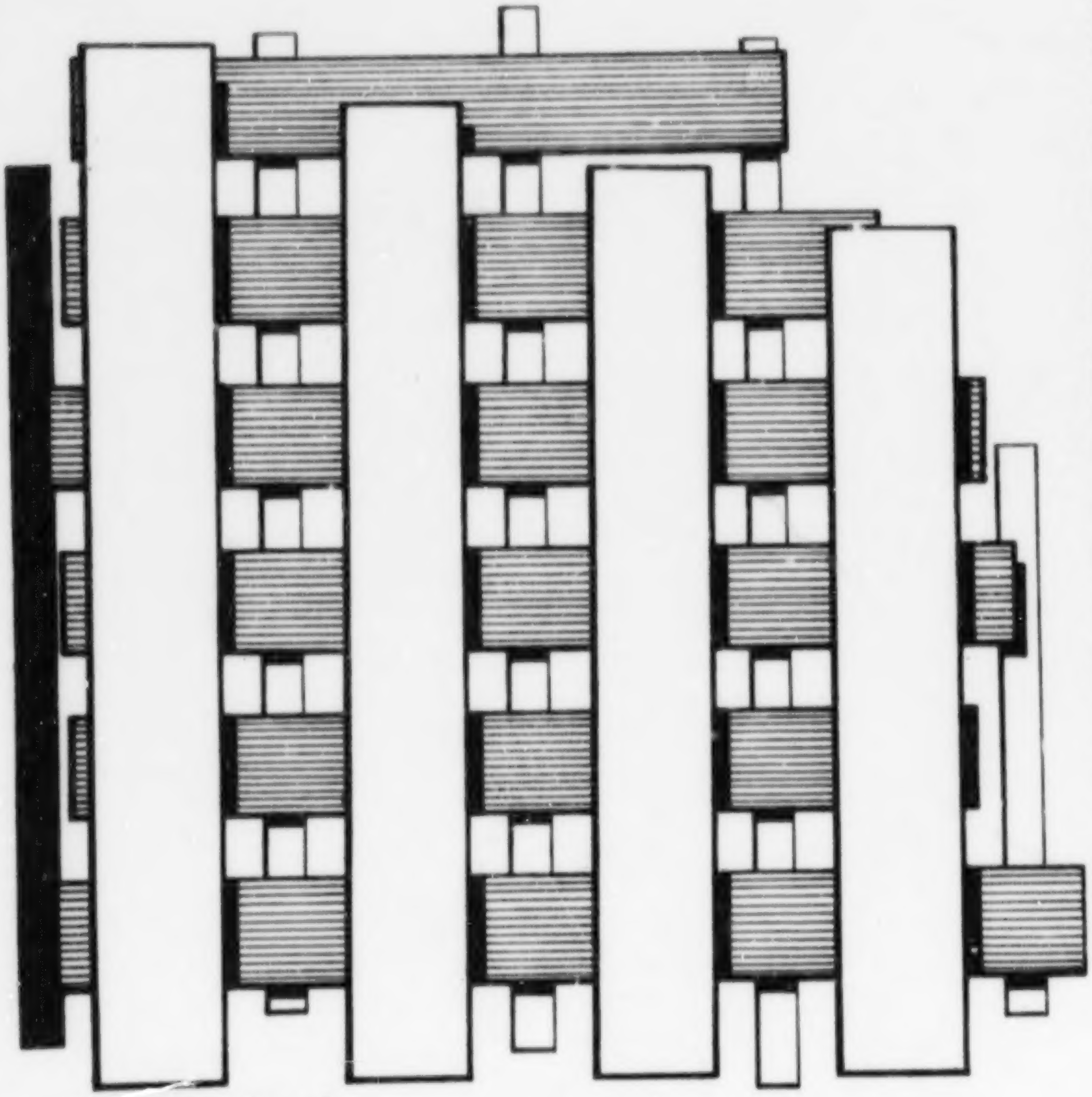
Type de document: r
Région(s) administrative(s): 063
Auteur de l'analyse: jr

EDUQ 8270901

Lakeshore School Board

DECLINING PUPIL POPULATION

DATA, TRENDS, INDICATORS & IMPLICATIONS



J. Killingbeck
E.A.Robert

1977-78

PART ONE

PART ONE: TABLE OF CONTENTS

Introduction 1

Chapter I: A Review of The Literature 3

Chapter II: The Causes of Population Decline 8

Chapter III: Population Trends in Our Schools 27

Chapter IV: The Results of Diminishing Populations on Schools .. 42

LIST OF FIGURES

Figure	Title	Page
1	Comparison of Pupil Enrollment for Island Council Boards: 1976 and 1977	4
2	Actual Pupil Decline between September 30, 1976 and September 30, 1977 in Boards under The Jurisdiction of The Island Council	5
3	Loss of French and English Pupils under The Island Council	6
4	World Population, and Urban Population of Developed and Less Developed Regions of The World	9
5	Age-Specific Fertility Rates for 1 000 Women in Each Age Group in Québec	11
6	Age-Specific Fertility Rates for The Age Group 35-39 Years for Québec and Canada	12
7	Age-Specific Fertility Rates for The Age Group 40-44 Years for Québec and Canada	13
8	Net Migration out of Québec for Children under 18 Years of Age for The Last Thirteen Years	15
9	"French Lead Entries to Québec"	16
9A, B & C	Comparison of Real Populations of The Elementary (and High) Schools on September 30th, 1976, September 30th, 1977 and Novemebr 30th, 1977	18-20
10	New Registrations: (a) from Québec Schools, (b) Other Canadian Schools, and (c) Foreign Schools, LSB, 1975-76 and 1976-77	21

Figure	Title	Page
11	Enrollment: LSB, 1975-76 and 1976-77: Indicates Decline	22
12	Age Cohorts: for Pre-School and School-Age Children in Canada for The Years 1966 to 1986	24
13	Population of Cohorts Approximately Relevant to School Enrollment, Québec, 1961-2001	25
14	Lakeshore School Board Pupils Attending French Schools	26
15	Graph Indicating The Building Programme for Elementary Schools of The Lakeshore School Board from 1919 to 1976	28
16	Grid Indicating The Year of Greatest and Least Enrollment for Each of The Elementary Schools Based upon Capacity from 1968-69 to 1977-78	29
17	Grid Indicating The Percentage of The Twenty-Two Elementary Schools Experiencing Their Highest Enrollments and Their Lowest from The School Year 1968-69 to 1977-78	30
18	(a) Comparison of Pupil Capacity of Each of The Elementary Schools with Sunnydale Being Equal to 100 Percent (b) Graph Indicating The Utilization of Each School's Capacity on September 30, 1977	31
19	(a) Grades Four to Seven Inclusive: PFI Enrollments from 1972-73 to 1977-78 (b) Elementary and High School Partial French Immersion Populations Compared to Total Populations (Grades 4 to Secondary 3, Inc.) from 1972-73 to 1977-78	34
20	PFI Enrollment, Groups One to Six Inclusive, and Attrition Rates	35
21 A to 21 D	Real Populations of The Elementary Schools from 1968-69 to 1977-78	36-39
22A	High School Populations from 1973-74 to 1977-78, Relative to Capacity	40
22B	Enrollments: High Schools (1974-75 to 1977-78)	41

Figure	Title	Page
23	The Pupil Population of Elementary Schools from The School Year 1968-69 to 1977-78	43
24	The Number of Classrooms Available in Elementary Schools from The School Year 1968-69 to 1977-78	44

INTRODUCTION

Although the phenomenon of a dwindling school-aged population has affected school districts throughout North America since 1964 and parts of Montreal Island since 1970, it was not until June, 1975 that the Lakeshore School Board experienced a net loss at year's end. Subsequent years have seen a diminuition of pupils that is now considered to be significant. There is no indication that this trend will stop or reverse itself. On the contrary.

These factors, plus the passing of Bill 101, make it imperative that a thorough examination of matters relating to the reduction in the number of school-aged children take place.

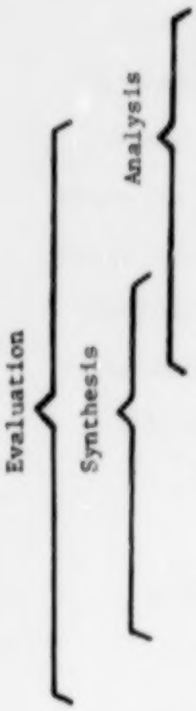
This task involves the study of a number of areas in order to provide a complete picture of the situation.

A search of the literature provides information which clarifies the basic causes of the problem and how the problem is being resolved elsewhere.

Over the years, the Lakeshore School Board has collected statistics based on its pupil enrollments. Because of this, we have been able to gather these figures for the past ten years. In most cases, graphics were prepared to accompany the data. A ten-year picture of each elementary school's enrollment shows clearly the population pattern experienced by that school as opposed to viewing it over a shorter period.

In addition, a number of data-gathering and data-analysing instruments have been developed to facilitate the study of this problem in the future.

Our specific needs in developing this project were to:



1. Identify those schools which have had a population decline related to capacity.
2. Establish the criteria that would indicate that the decline has been significant.
3. Identify those schools which had a significant population decline.
4. Establish criteria that would suggest alternative uses for a school when a significant decline has occured.
5. Suggest alternative processes to be followed when different programmes are being considered for a school.
6. Develop a spectrum of possible alternative uses for our schools, whether or not dwindling populations occur.
7. Recommend to the Board alternative uses for schools.
8. Implement those recommendations accepted by the Board.
9. Evaluate, in an "on-going" way, the implemented recommendations.

Obviously, there is overlapping between various components or tasks described above.

CHAPTER I; A REVIEW OF THE LITERATURE

A number of books and documentation on this topic were examined. These writings are divided into three major groups.

The first group relates to demographic factors that explain the basic causes for the decline in the number of school-aged children attending schools in North America and, in particular, in Canada and in Québec. (e.g., Figures 1, 2, 3). The second deals with the various solutions developed by school authorities who have experienced this problem. Finally, reference was made, in a number of the writings studied, to methods and procedures communities have developed to study the dwindling population problem in their districts, specifically when the closing of a particular school or a major change in school use was indicated.

A number of organizations have shown leadership in this area either through publications or by organizing workshops.

In particular, mention should be made of the following which provide excellent information concerning procedures to follow when considering expanding or terminating a school's programme.

(Continued on Page 7)

COMPARISON OF PUPIL ENROLLMENT FOR ISLAND COUNCIL BOARDS:
1976 AND 1977[1]

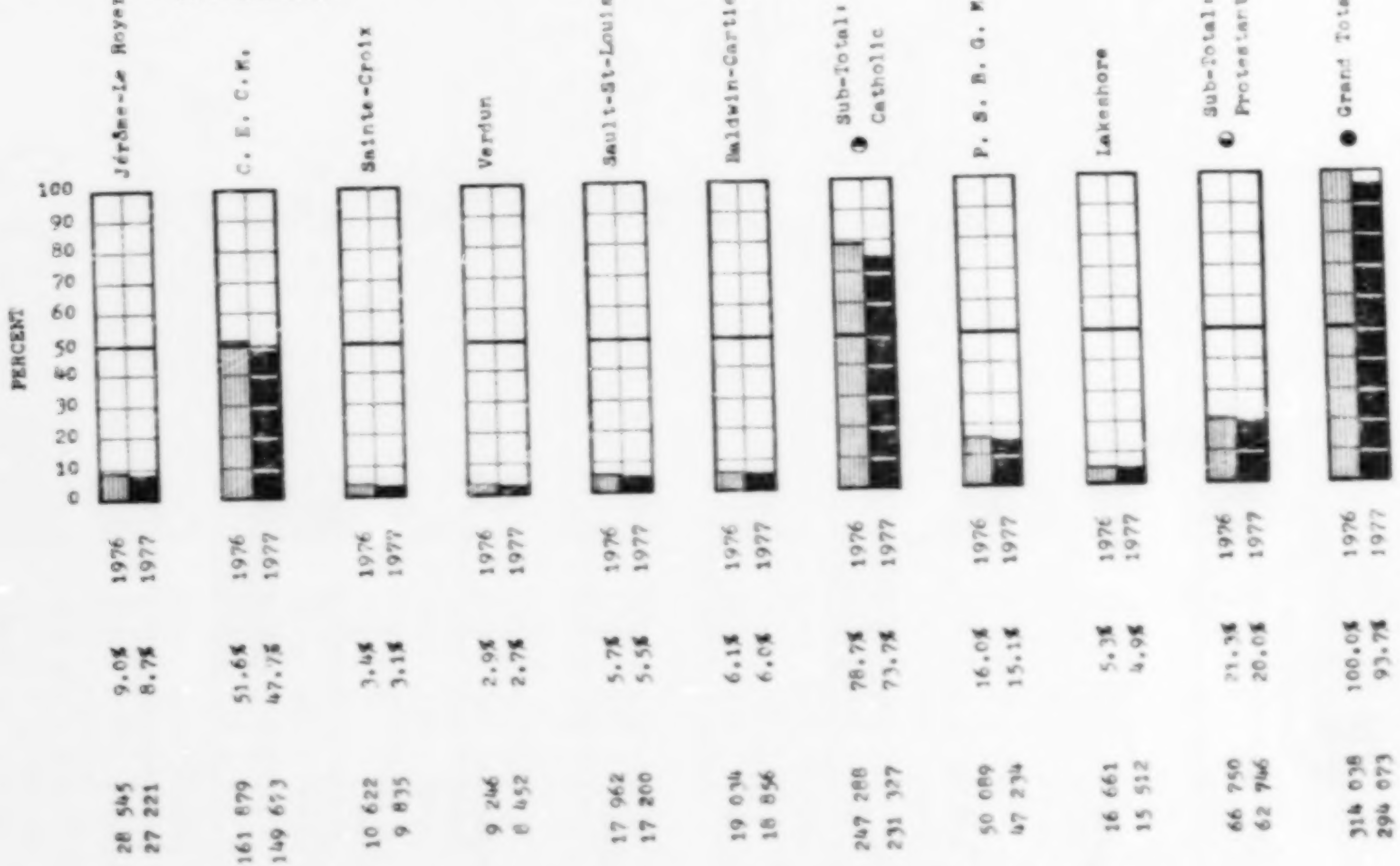
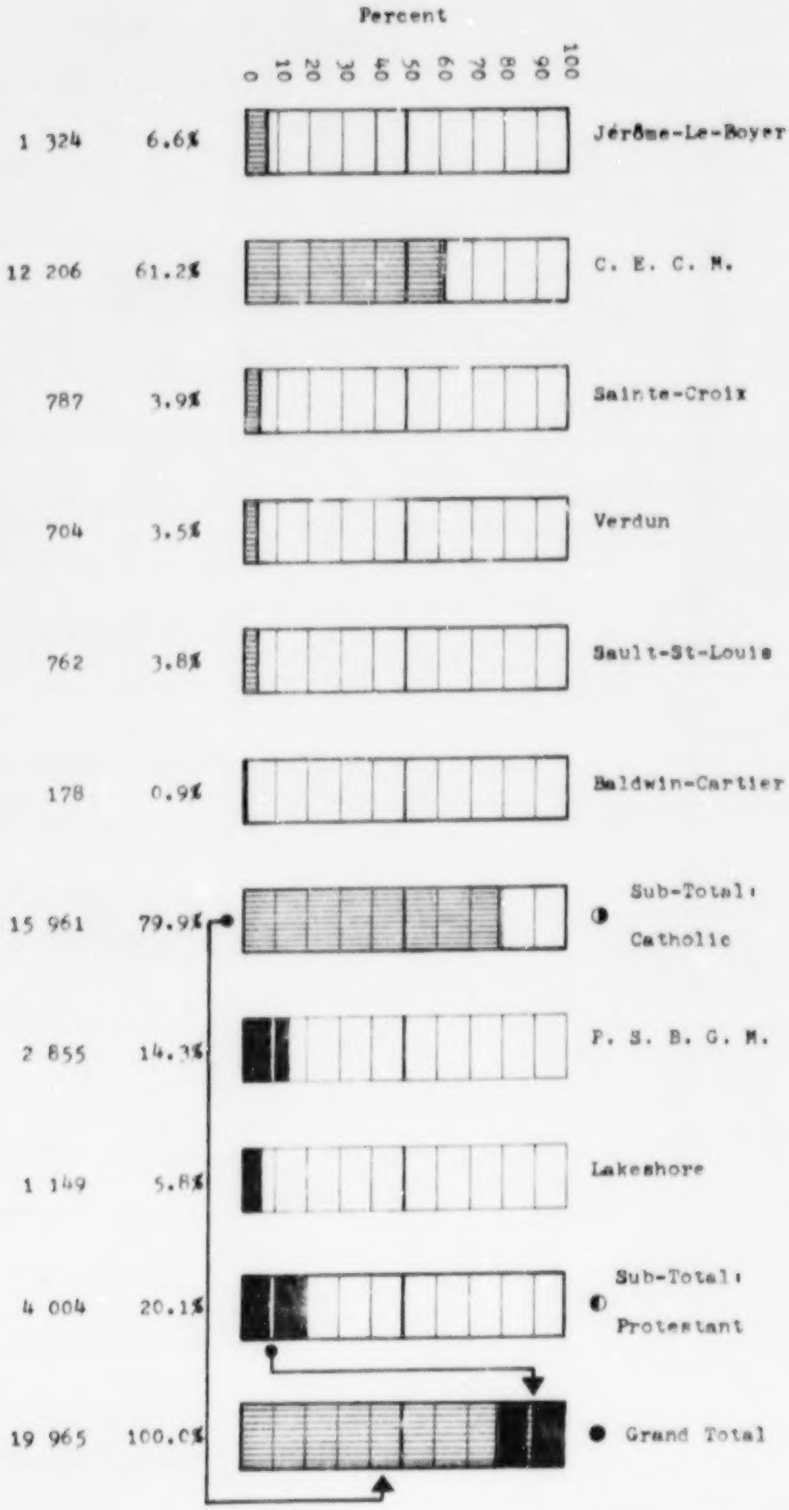


Figure 1

---

[1] School Council of Montréal, Equipement-Demographie (Montréal: Conseil scolaire de l'Ile de Montréal, Dec. 1, 1977), Tableau 4.



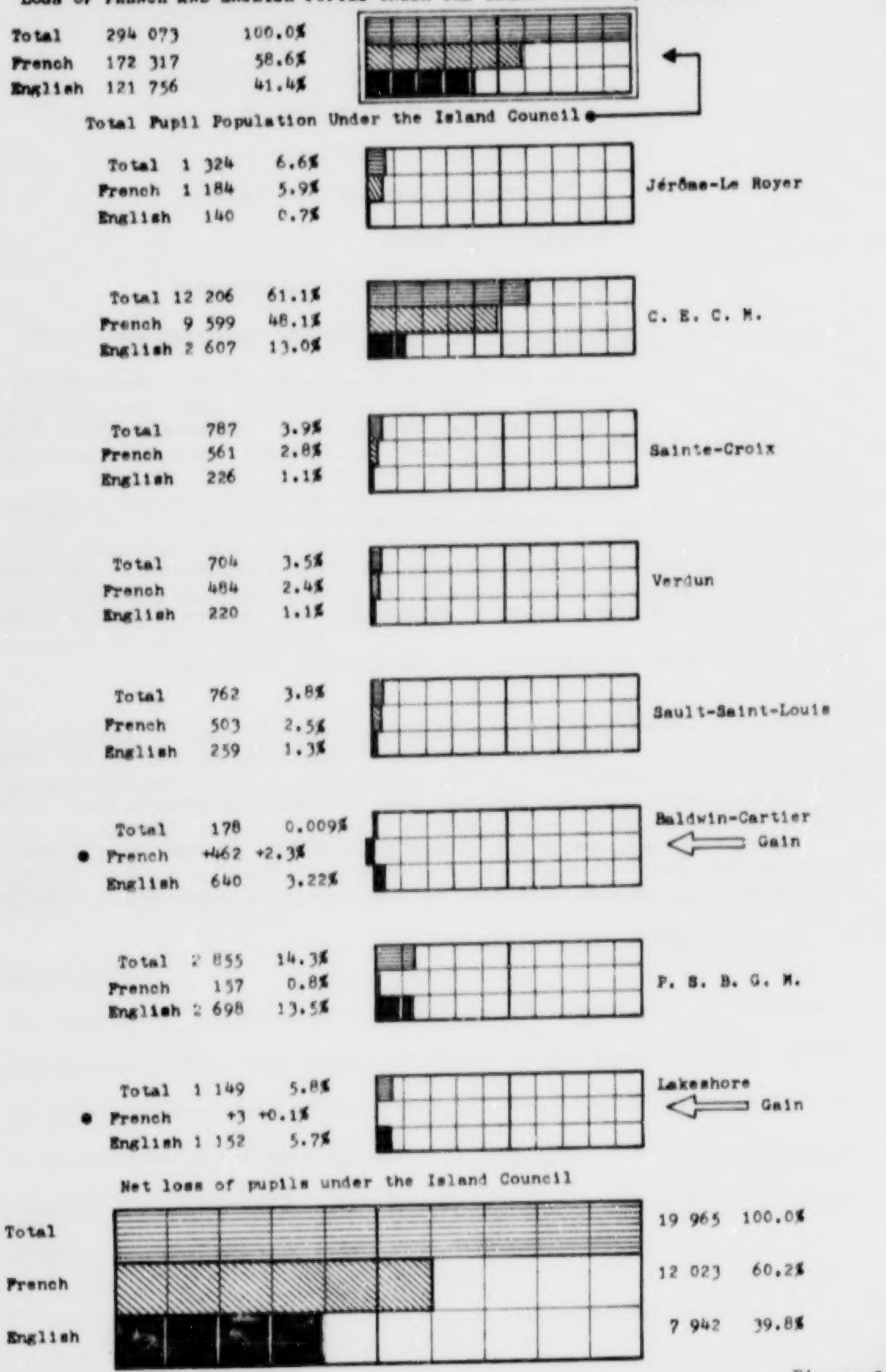
ACTUAL PUPIL DECLINE BETWEEN SEPTEMBER 30, 1976 AND SEPTEMBER 30, 1977 IN BOARDS UNDER THE JURISDICTION OF THE ISLAND COUNCIL[1]

Figure 2

---

[1] *Ibid.*

LOSS OF FRENCH AND ENGLISH PUPILS UNDER THE ISLAND COUNCIL, 1976-77[1]



Total Pupil Population Under the Island Council

Total	294 073	100.0%
French	172 317	58.6%
English	121 756	41.4%

Jérôme-Le Royer

Total	1 324	6.6%
French	1 184	5.9%
English	140	0.7%

C. E. C. M.

Total	12 206	61.1%
French	9 599	48.1%
English	2 607	13.0%

Sainte-Croix

Total	787	3.9%
French	561	2.8%
English	226	1.1%

Verdun

Total	704	3.5%
French	484	2.4%
English	220	1.1%

Sault-Saint-Louis

Total	762	3.8%
French	503	2.5%
English	259	1.3%

Baldwin-Cartier

Total	178	0.009%
● French	+462	+2.3%
English	640	3.22%

Gain

P. S. B. G. M.

Total	2 855	14.3%
French	157	0.8%
English	2 698	13.5%

Lakeshore

Total	1 149	5.8%
● French	+3	+0.1%
English	1 152	5.7%

Gain

Net loss of pupils under the Island Council

Total	19 965	100.0%
French	12 023	60.2%
English	7 942	39.8%

Figure 3

---

[1] *Ibid.*

- The Canadian Education Association
- Statistics Canada
- Educational Facilities Laboratories
- The U.S. Office of Health, Education and Welfare
- The American Association of School Administrators
- The National Association of Elementary School Principals

Among Canadians who have studied the problem in depth is Dr. R.W.B. Jackson, who is currently heading the Ontario Commission on Declining School Enrollment. Prior to this study, Dr. Jackson conducted a thorough investigation of the topic for the Atlantic Provinces.

His analysis of existing data is most helpful as is that of Dr. Zsigmond of Statistics Canada. Although both of these individuals reach different conclusions related to the changing birth-rate pattern for the next ten years, they provide excellent data and analysis which should prove helpful in studying our problem.

CHAPTER II; THE CAUSES OF POPULATION DECLINE

Care has been taken in gathering our data to ensure that these are accurate and valid. However, the conditions that influence forecasts cannot be controlled nor can they be easily predicted. (e.g., A housing development that does not materialize such as in St. Lazare; an exodus of people from our area without replacement families coming to our area in equal or greater numbers).

In addition to what one may call unexpected factors, there are certain Canadian trends that are influencing and will influence our pupil numbers for the next three to ten years. An examination of the following will clarify why our population is forecasted to diminish in the coming years.

Urbanization

The Western World has experienced accelerated urbanization in the past one hundred years. (See Figure 4) A move to the suburbs and the growth of suburban school systems was a spin-off resulting in the speedy growth of school commissions such as ours. At this time, this rate of urbanization has slowed down and is being surpassed by that in less developed regions.

(Continued on Page 10)

WORLD POPULATION, AND URBAN POPULATION OF DEVELOPED AND LESS DEVELOPED REGIONS OF THE WORLD

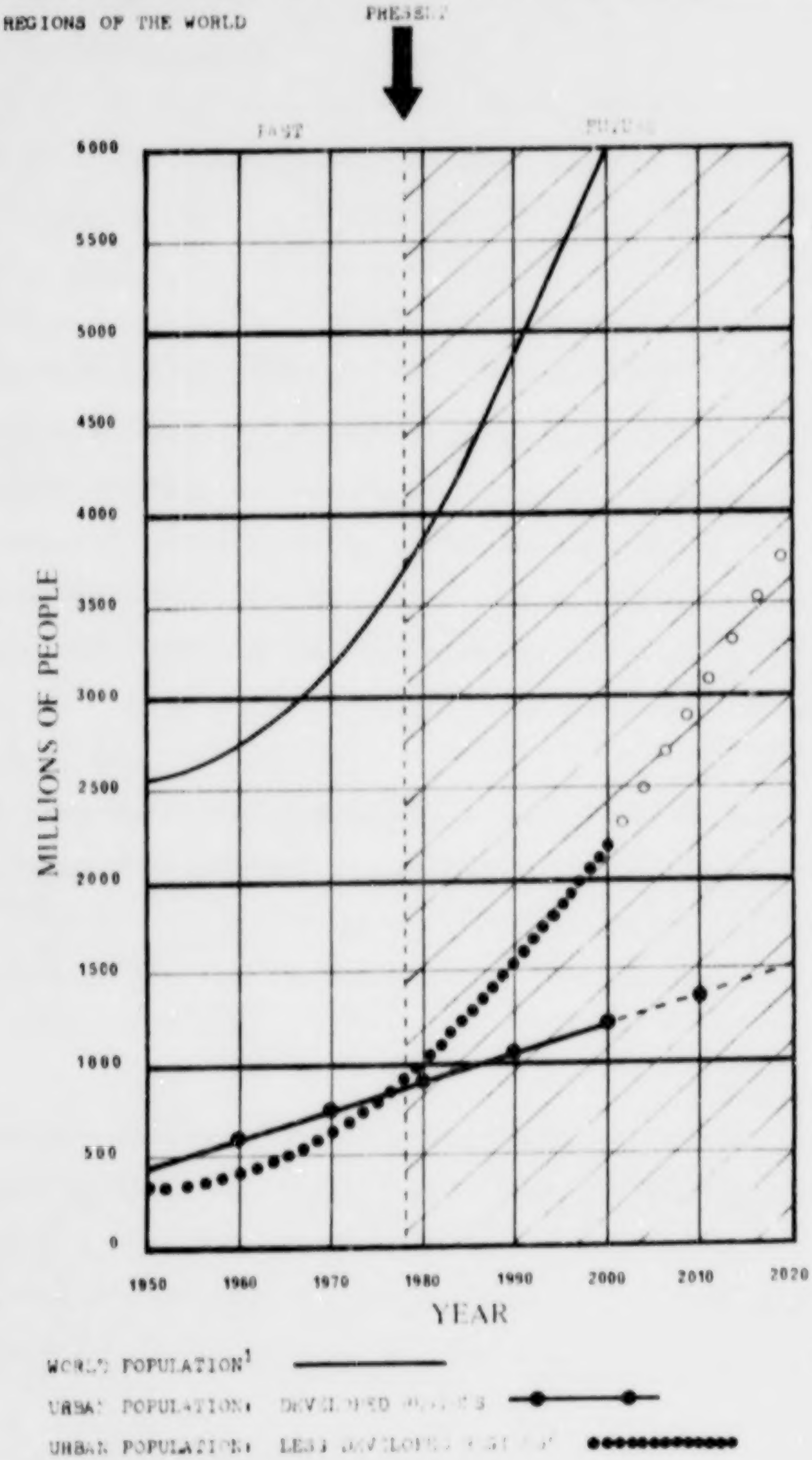


Figure 4

---

[1] Donella H. Meadows et al., The Limits to Growth (New York: New American Library, A Signet Book, 1972), p. [illegible]

[2] Ibid., p. 35.

The Political Situation

The political situation in Québec has greatly reduced the move to areas such as ours by English-speaking families. Further, those that do move to the Lakeshore are not necessarily eligible to attend our schools nor do they necessarily choose to do so. In some cases they are attracted to French instructional programmes offered by neighbouring school boards which they feel will suit their children's needs best. Over four hundred pupils are attending Baldwin-Cartier schools this year based on an agreement with our board.

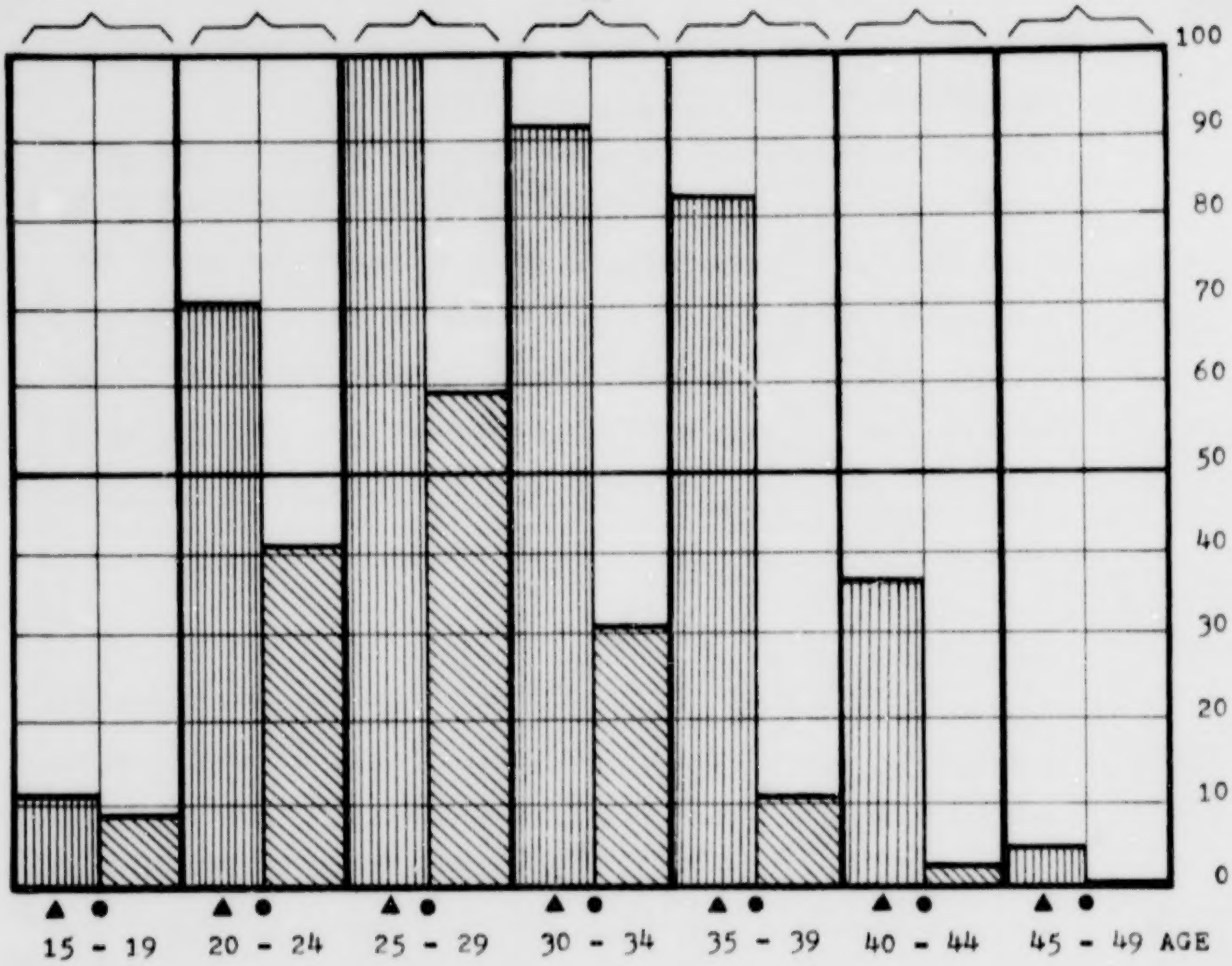
Birth Rate Changes

The decline in the birth rate in developed nations is another factor that influences the size of our school population. Québec has experienced the greatest drop in live births of any province in Canada. (See Figures 6 and 7). Locally, this trend is evidenced by a decline in live births at the Lakeshore and Lachine General Hospitals over the past three years. This will effect our schools in the future if indeed some of these families are eligible to send their children to an English school and if the families still reside in our area when their infants reach school age.

Throughout the Western World, the drop in the live-birth rate has been a common phenomenon. In Canada, the province of Québec now has the lowest fertility rate. Here, 1 000 women are replacing themselves by eight hundred daughters. In 1920, 1 000 mothers produced 1 900 daughters (Jackson, 1977). Undoubtedly "the pill" is a major contributing factor.

By 1974 many women over age thirty-two had, in-the-main, stopped having

(Continued on Page 14)



▲11.2% 7.7% ▲70.7% 42.1% ▲100.0% 58.6% ▲92.3% 31.2% ▲83.1% 10.9% ▲36.8% 2.6% ▲4.4% 0.002%

COMPARATIVE PERCENTS

▲24.2 16.6 ▲152.8 91.1 ▲216.2 126.6 ▲199.5 67.5 ▲179.7 23.6 ▲79.6 5.6 ▲9.5 0.4

AGE-SPECIFIC FERTILITY RATES FOR 1 000 WOMEN IN EACH AGE GROUP IN QUEBEC[1]

▥ 1926 ▲

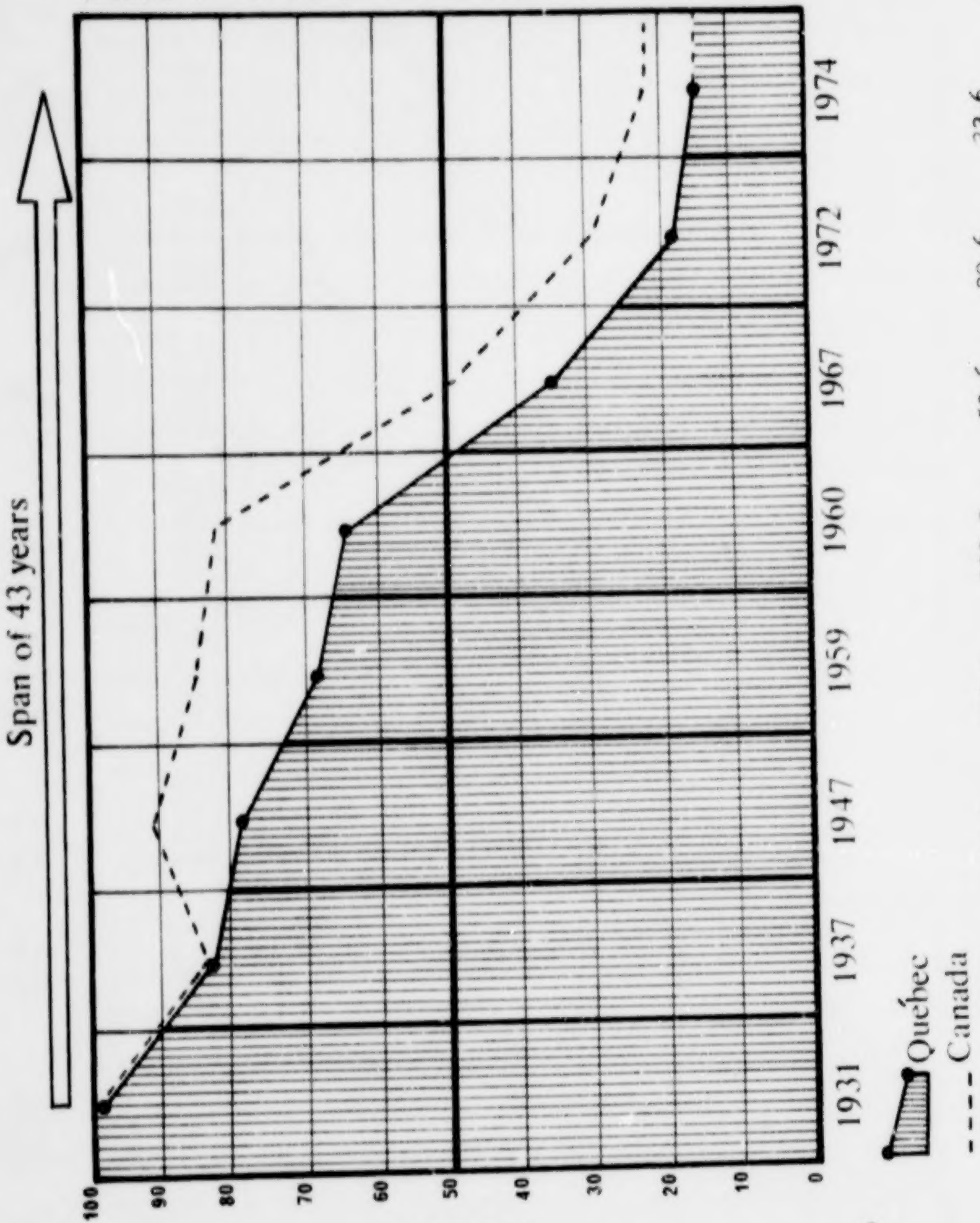
▧ 1974

Figure 5

AGE-SPECIFIC FERTILITY RATES FOR THE AGE GROUP 35 - 39 YEARS

FOR QUEBEC AND CANADA

(Number of births per 1 000 women in the age group)



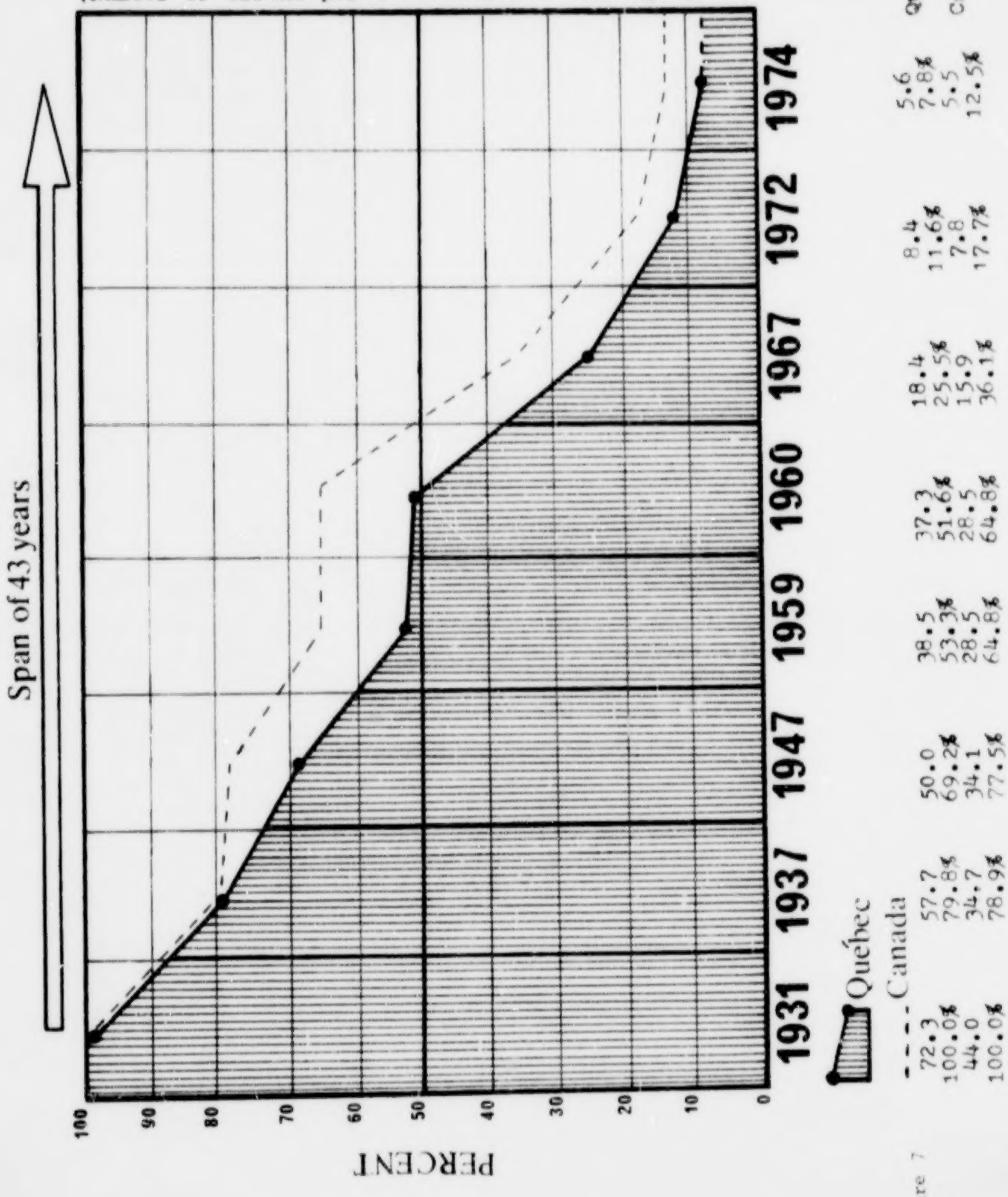
	1931	1937	1947	1959	1960	1967	1972	1974
Québec	154.5	127.5	121.8	106.9	100.3	53.6	29.6	23.6
	100.0%	82.5%	78.8%	69.2%	64.9%	34.7%	19.2%	15.3%
Canada	103.1	85.3	93.1	87.3	84.2	50.9	28.9	23.0
	100.0%	82.7%	90.3%	84.7%	81.7%	49.4%	28.0%	22.3%

Figure 6

AGE-SPECIFIC FERTILITY RATES FOR THE AGE GROUP 40 - 44 YEARS

FOR QUEBEC AND CANADA

(Number of births per 1 000 women in the age group)



	1931	1937	1947	1959	1960	1967	1972	1974
Québec	72.3	57.7	50.0	38.5	37.3	18.4	8.4	5.6
	100.0%	79.8%	69.2%	53.3%	51.6%	25.5%	11.6%	7.8%
Canada	44.0	34.7	34.1	28.5	28.5	15.9	7.8	5.5
	100.0%	78.9%	77.5%	64.8%	64.8%	36.1%	17.7%	12.5%

Figure 7

children when compared to the past. As well, couples are now delaying marriage and the start of a family. Jackson has commented that the child-bearing age which spanned ages fifteen to forty-four formerly is now twenty-four to thirty-two and is expected by some to become twenty-eight to thirty-two in the next few years. (See Figure 5).

Another phenomenon that has effected the number of live births are the number of abortions that have occurred. In 1974, there was a legal therapeutic abortion every ten minutes on the average, totaling 52 435. According to newspaper accounts, an additional number of so-called illegal non-therapeutic abortions also occurred. Although their number is unknown it is estimated to be high. The above fact indicates that there is a change in attitude towards a willingness to bear children.

Migration

Québec has experienced the greatest number of school-aged children leaving the province. There has been a net loss each year for the last thirteen years. (See Figure 8).

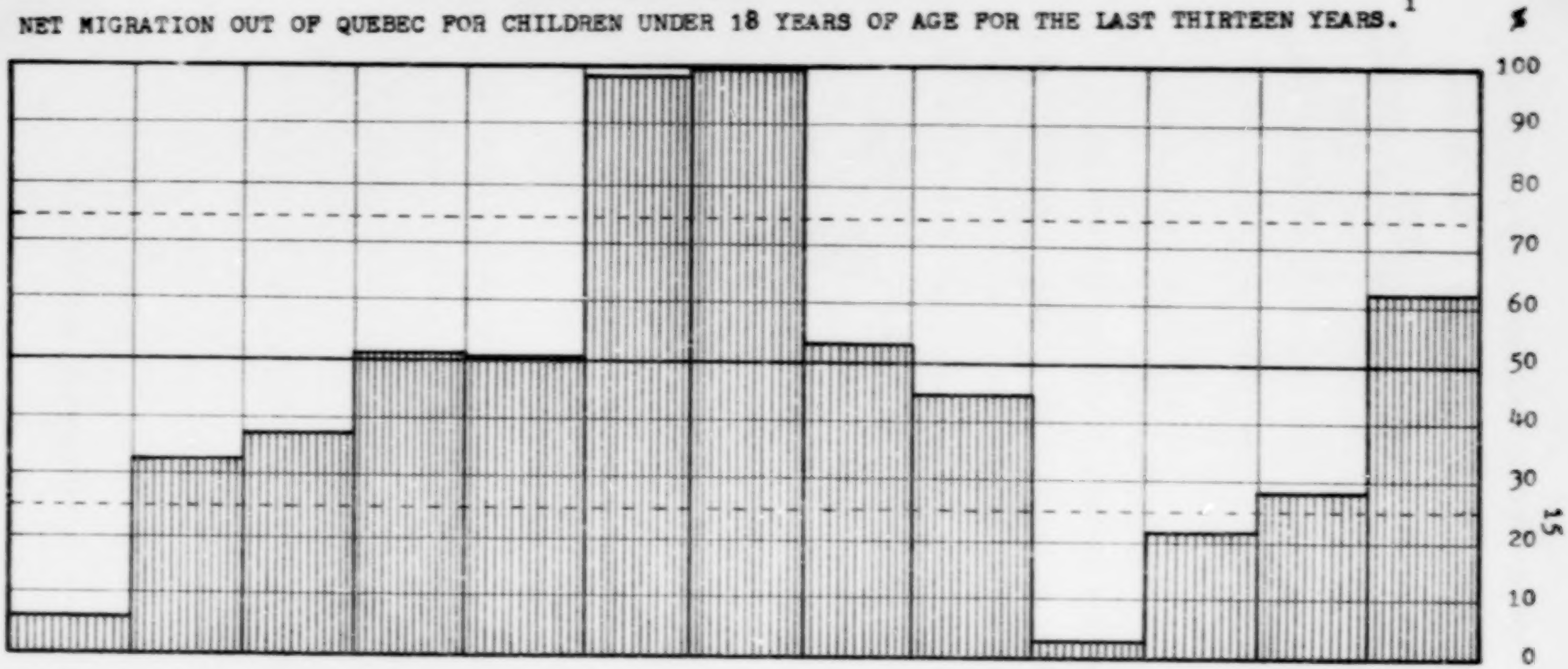
In the past, English Québec has offset its loss by immigration to the Province. For a number of reasons this has not occurred in the past year. In fact, figures up to August, 1977 indicate, for the first time ever, that the number of French-speaking migrants (children and adults) entering the province exceeded the number of English coming into Québec. (See Figure 9).

The number of children emigrating from Québec averaged 545 per month

(Continued on Page 17)

ALWAYS A NET LOSS: NO NET GAIN

NET MIGRATION OUT OF QUEBEC FOR CHILDREN UNDER 18 YEARS OF AGE FOR THE LAST THIRTEEN YEARS.[1]



Year	1964-1965	1965-1966	1966-1967	1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977
Pupils	589	3412	3898	5391	5290	10322	10500	5612	4737	293	2316	2970	6546
	5.6%	32.5%	37.1%	51.3%	50.4%	98.3%	100.0%	53.5%	45.1%	2.8%	22.1%	28.3%	62.3%

COMPARATIVE PERCENTS

Family Allowance Statistics: July, 1964 to June, 1977

Figure 8

IMMIGRATION TO QUEBEC FROM OUTSIDE CANADA

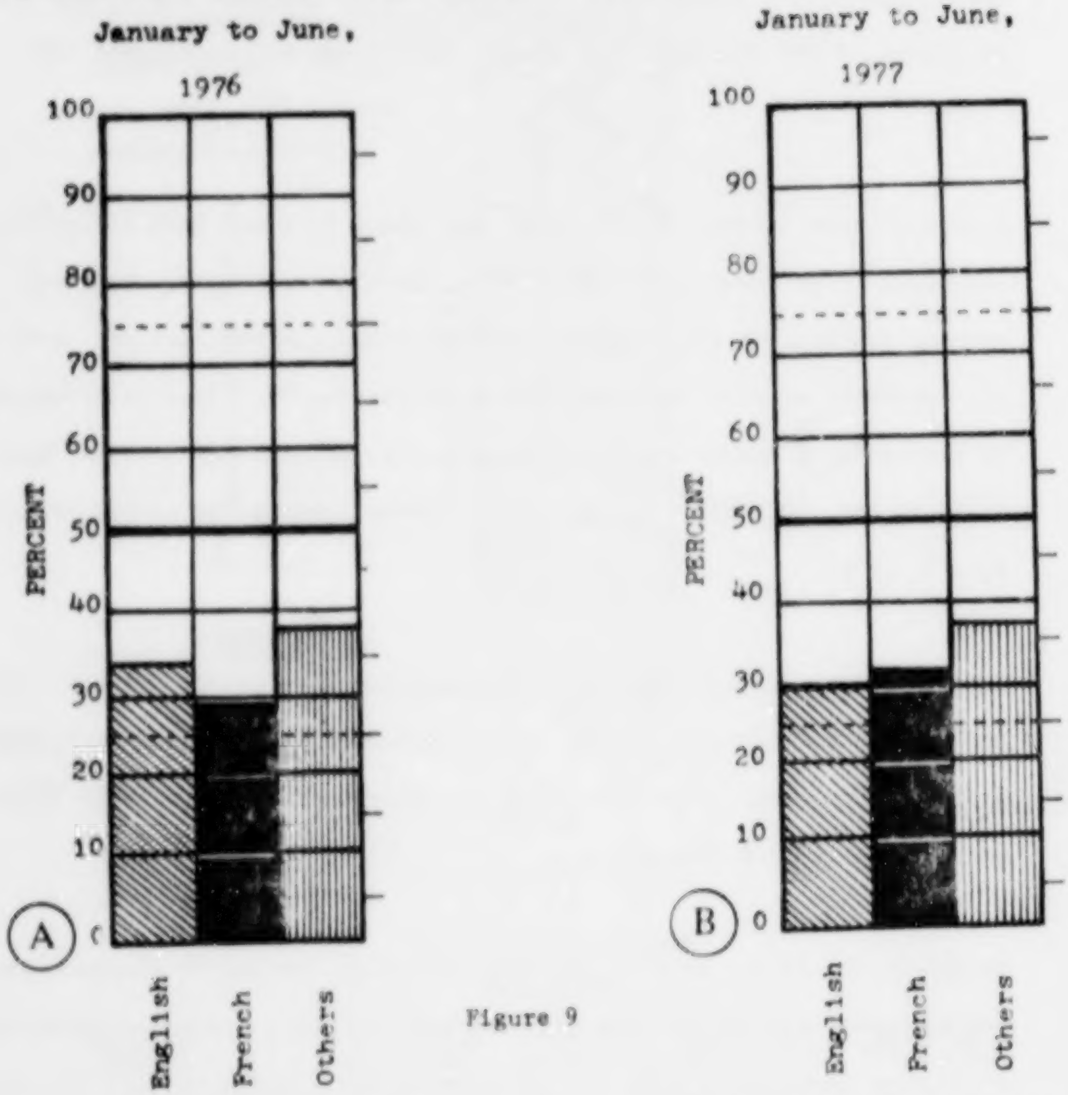


Figure 9

(A) "Of the 12 996 immigrants who arrived here during the same period last year [i.e., January to June, 1976] , 33.5 per cent were English-speaking and 28.8 per cent were French-speaking."[1]

(B) "Immigration department statistics for the first six months of this year [i.e., 1977] show 32.1 per cent of the 10 059 immigrants to Québec were French-speaking while English-speaking immigrants made up 30.3 per cent of the total."[2]

---

[1] "French Lead Entries to Quebec," Montreal Star, October 25, 1977, p. 1.

[2] Ibid.

during the 1976-77 school year. In July, 1977, the loss was 1 164, and in August, 2 106 children. Political uncertainty may accelerate this trend.

Although these figures do not state that there is a net loss of English children, it is assumed that in the vast majority of cases, children leaving are English-speaking and that their replacements are not entering the Lakeshore area in the same numbers as previously. This is illustrated by Figure 9A, B and C, which indicates a loss of children between Sept. 30, 1976 and Nov. 30, 1977. (actually a 272 drop occurred up to and including Dec. 5, 1977).

Changes in the Federal immigration regulations have greatly reduced the numbers of new additions coming to our country. In 1974, and immigrant arrived about every 2.4 minutes. At the height of immigration in 1913, one arrived every 1.3 minutes.

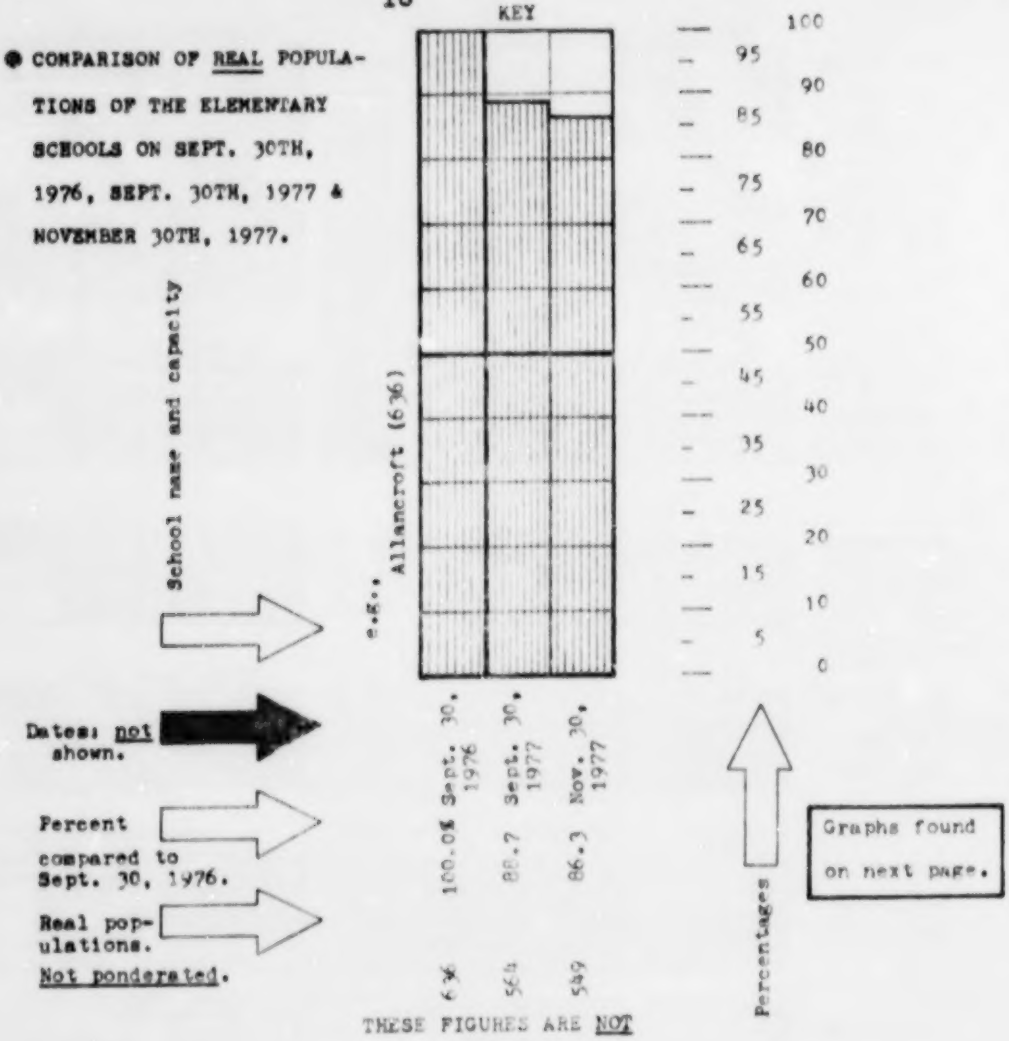
In Québec the effect of Bill 101 will influence the degree to which those new to Québec will be allowed into English schools. Figure 10 shows what would have happened if Bill 101 had been in force starting with the school years 1975-76 and in 1976-77. Therefore it is a valid assumption to state that we should not count on immigration to offset our pupil losses such as shown in Figure 11.

Birth Projections

Birth projections for the next ten years will have to be revised periodically as political, sociological and economic factors emerge with their intertwined influences on all aspects of life and in particular,

(Continued on Page 23)

● COMPARISON OF REAL POPULATIONS OF THE ELEMENTARY SCHOOLS ON SEPT. 30TH, 1976, SEPT. 30TH, 1977 & NOVEMBER 30TH, 1977.

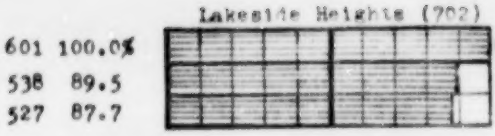

KEY
School name and capacity
e.g., Allancroft (636)
Dates: not shown.
Sept. 30, 1976
Sept. 30, 1977
Nov. 30, 1977
Percent compared to Sept. 30, 1976.
100.0%
88.7
86.3
Real populations. Not ponderated.
636
564
549
Percentages
95
85
75
65
55
45
35
25
15
5
100
90
80
70
60
50
40
30
20
10
0
Graphs found on next page.

THESE FIGURES ARE NOT PONDERATED

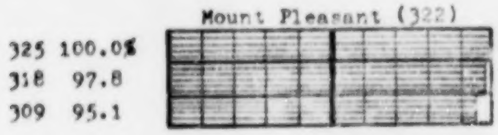
School & Capacity	Enrollment: Sept. 30/76	Enrollment: Sept. 30/77	Enrollment: Nov. 30/77	Loss From Sept - Nov
Allancroft (636)	636(100.0%)	564(88.7%)	549(86.3%)	15
Beacon Hill (524)	391(100.0%)	394(101.0%)	379(96.9%)	15
Beaconsfield(442)	259(100.0%)	193(74.5%)	187(72.2%)	6
Briarwood (472)	471(100.0%)	361(76.6%)	347(73.7%)	14
Cedar Park(674)	411(100.0%)	367(89.2%)	367(89.2%)	0
Christmas Park (674)	548(100.0%)	448(81.8%)	448(81.8%)	0
Dorion Gdns.(404)	218(100.0%)	225(103.2%)	219(100.5%)	6
Dorset (504)	365(100.0%)	351(96.2%)	348(95.3%)	3
Edgewater(494)	298(100.0%)	284(95.3%)	274(91.9%)	10
Greendale(664)	537(100.0%)	449(83.6%)	446(83.0%)	3
Hudson E. (250)	231(100.0%)	185(80.1%)	184(79.7%)	1
Lakeside (702)	601(100.0%)	538(89.5%)	527(87.7%)	11
Mt. Pleasant(322)	325(100.0%)	318(97.8%)	309(95.1%)	9
Northview (704)	548(100.0%)	515(94.0%)	508(92.7%)	7
Oak Ridge (442)	283(100.0%)	251(88.7%)	241(85.2%)	10
Seigniory(674)	560(100.0%)	547(97.7%)	544(97.1%)	3
Spring Gdn. (440)	397(100.0%)	446(112.0%)	443(112.0%)	3
Sunnydale (950)	852(100.0%)	821(96.4%)	815(95.7%)	6
Thorndale (704)	576(100.0%)	532(92.4%)	526(91.3%)	6
Valois Pk. (614)	450(100.0%)	415(92.2%)	411(91.3%)	4
Vivian Graham(494)	249(100.0%)	254(102.0%)	244(98.0%)	10
Windermere (564)	523(100.0%)	468(89.5%)	456(87.2%)	12
Totals	9 729(100.0%)	8 926(91.7%)	8 772(90.2%)	154 (1.6) from Sept. 30/76

Figure 9A

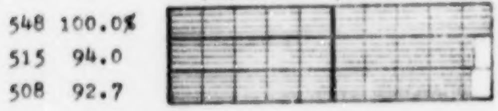
Lakeside Heights (702)



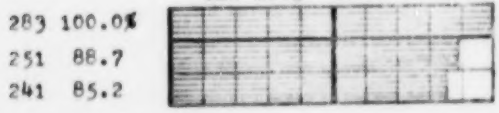
Mount Pleasant (322)



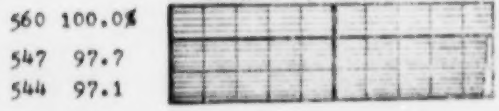
Northview (704)



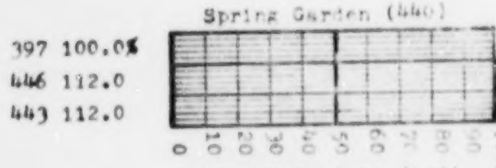
Oak Ridge (442)



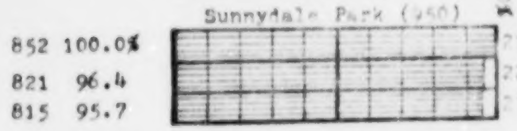
Seigniory (674)



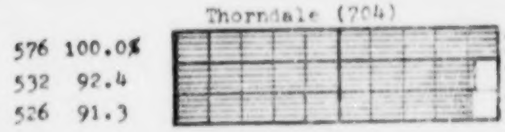
Spring Garden (440)



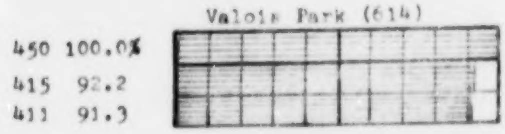
Sunnydale Park (950)



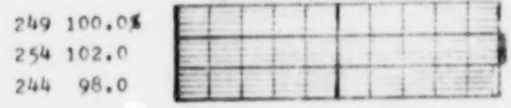
Thorndale (704)



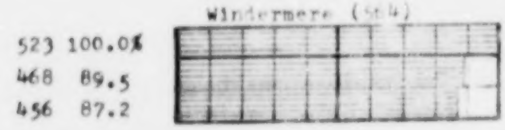
Valois Park (614)



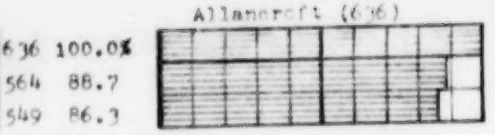
Vivian Graham (434)



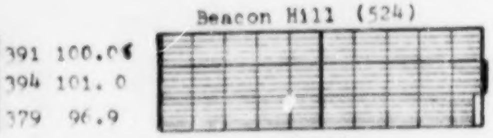
Windermere (564)



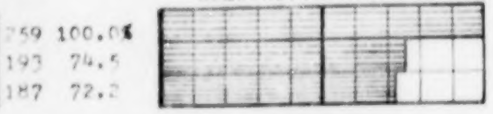
Allancroft (636)



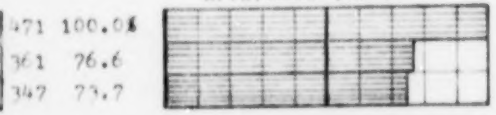
Beacon Hill (524)



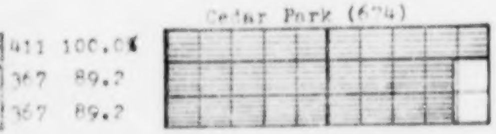
(442)
Beaconsfield Elementary



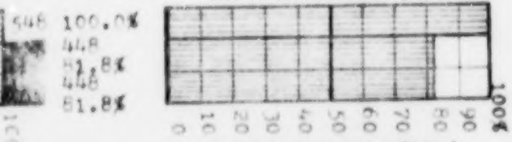
Briarwood (472)



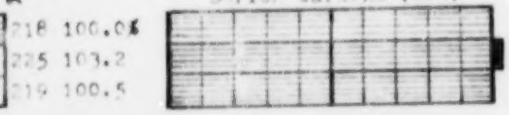
Cedar Park (674)



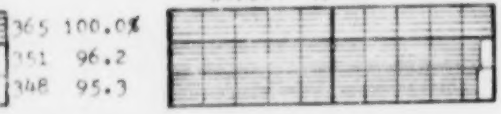
Christmas Park (674)



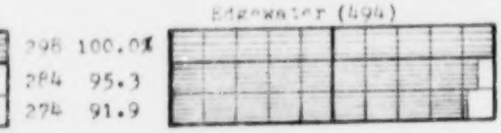
Dorion Gardens (404)



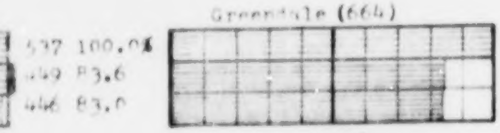
Dorset (504)



Edgewater (494)



Greendale (664)



(250)
Hudson Elementary

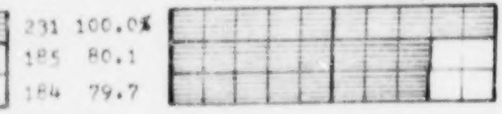
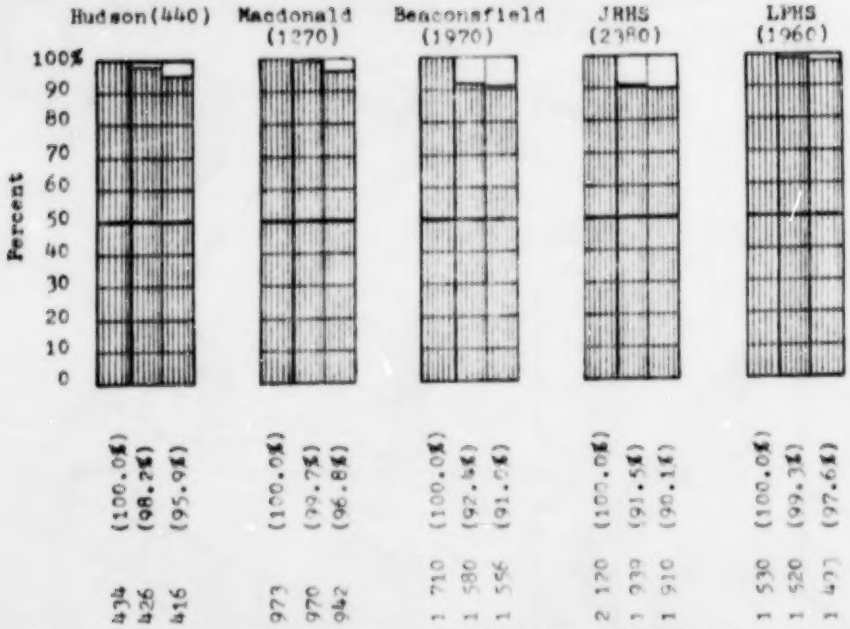


Figure 9B

● **HIGH SCHOOLS:**



School & Capacity	Enrollment: Sept. 30/76	Enrollment: Sept. 30/77	Enrollment: Nov. 30/77	Loss From Sept - Nov
Hudson(440)	434(100.0%)	426(98.2%)	416(95.9%)	10
Macdonald(1270)	973(100.0%)	970(99.7%)	942(96.8%)	3
Beaconsfield(1970)	1 710(100.0%)	1 580(92.4%)	1 556(91.0%)	24
John Rennie(2380)	2 120(100.0%)	1 939(91.5%)	1 910(90.1%)	29
Lindsay Place(1960)	1 530(100.0%)	1 520(99.3%)	1 493(97.6%)	27
Totals	6 767(100.0%)	6 435(95.1%)	6 317(93.4%)	93(1.4%)
● **COMBINED:**				
Elementary	9 729(59%)	8 926(58%)	8 772(58%)	154
High Schools	6 767(41%)	6 435(42%)	6 317(42%)	93
Totals	16 496(100%)	15 361(93.1%)	15 089(91.5%)	247(1.5%)

● **TOTAL:**

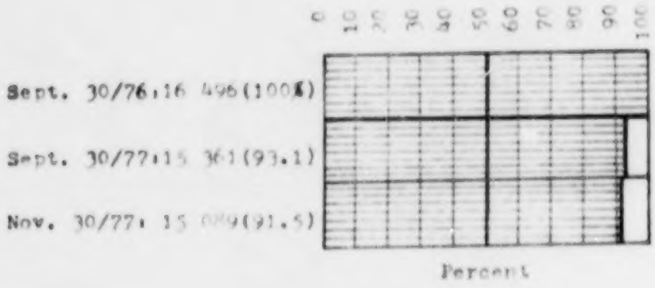


Figure 9C

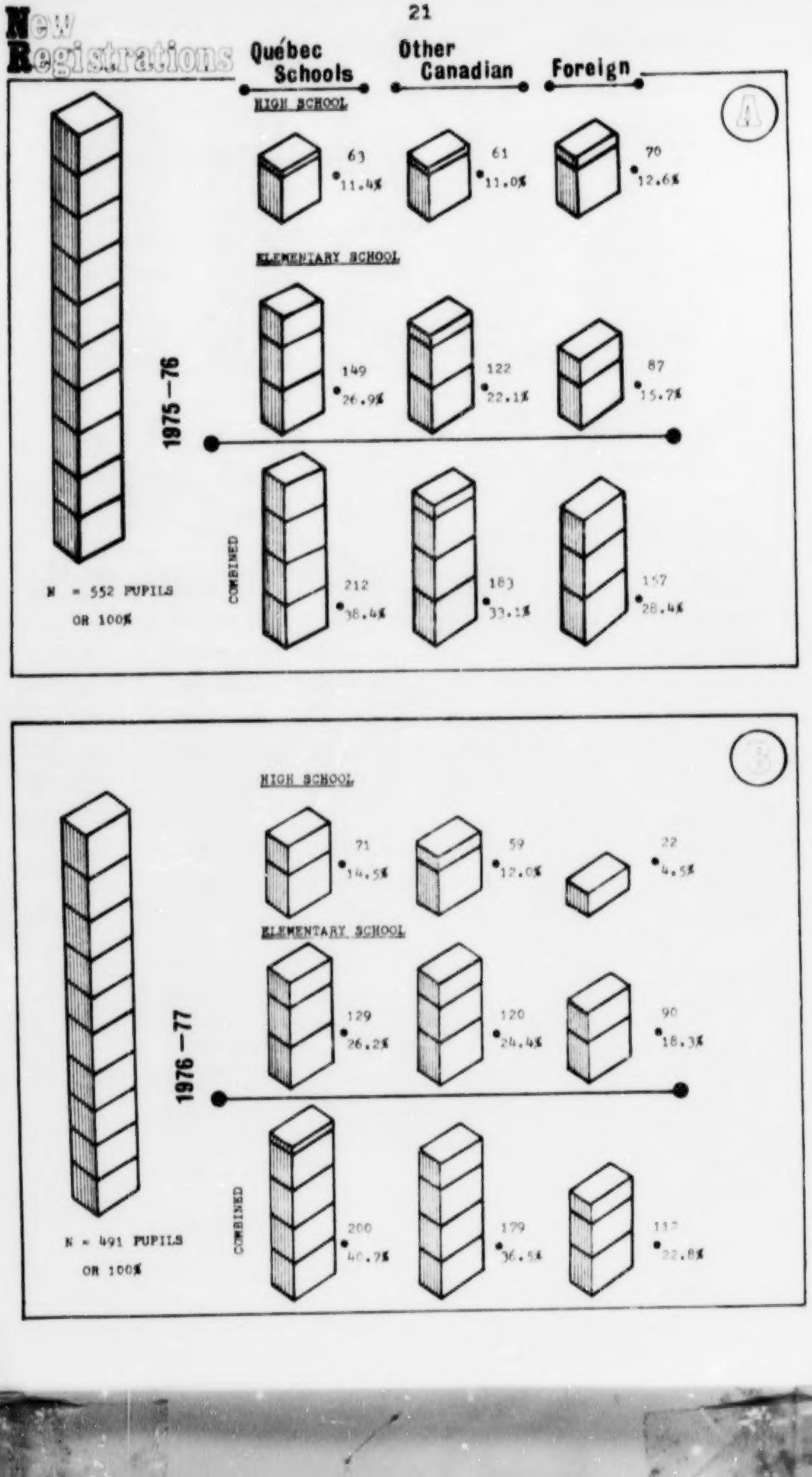

New Registrations
Québec Schools
Other Canadian
Foreign
A
HIGH SCHOOL
63
11.4%
61
11.0%
70
12.6%
ELEMENTARY SCHOOL
149
26.9%
122
22.1%
87
15.7%
1975 — 76
COMBINED
212
38.4%
183
33.1%
157
28.4%
N = 552 PUPILS
OR 100%
B
HIGH SCHOOL
71
14.5%
59
12.0%
22
4.5%
ELEMENTARY SCHOOL
129
26.2%
120
24.4%
90
18.3%
1976 — 77
COMBINED
200
40.7%
179
36.5%
112
22.8%
N = 491 PUPILS
OR 100%

Figure 10

ENROLLMENT

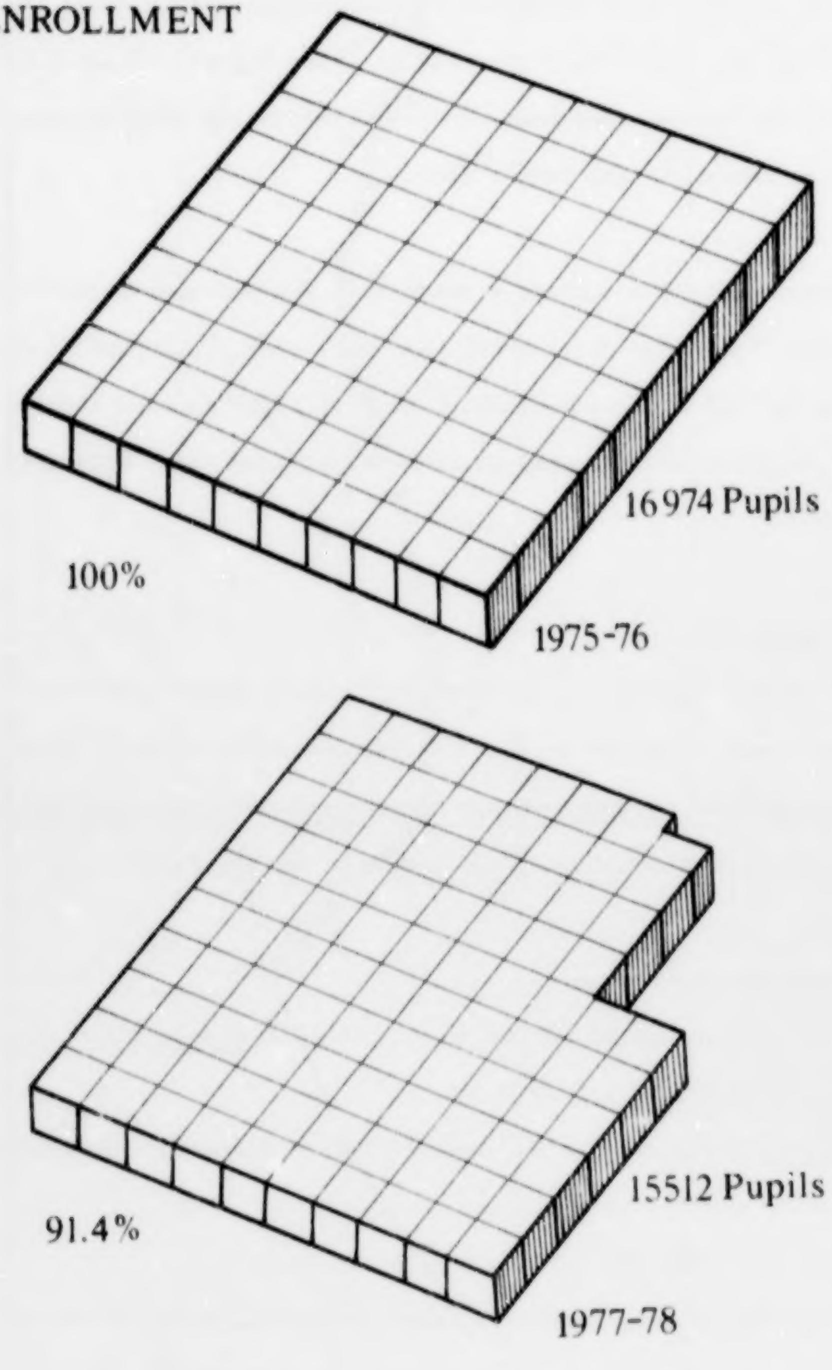


Figure 11

on live births and migration into and from Québec. Birth projections usually are developed on the basis of four possible avenues, with each developed on a particular hypothesis. (See Figures 12 and 13). The work of Dr. Jackson and that of Statistics Canada will be most useful to us in making future projections.

At this moment, Dr. Jackson's prediction that no echo effect from the Post war "Baby Boom" will occur, appears valid. Although Statistics Canada has not offered a similar forecast, they caution that their predictions in 1976-77 will be reworked to take "new conditions into account".

Total French Immersion

A significant number of Lakeshore pupils have been transferred to local French boards in order to receive instruction entirely in French. The total number of pupils involved in this type of interboard-agreement is 493; 456 are at the elementary level. (See Figure 14).

With certain facts such as:

(1) the increased publicity given on the Classe d'Accueil for new comers to the Province,

(2) the Baldwin-Cartier Partial French Immersion Programmes (i.e. 60% French - 40% English),

(3) the Bill 101 admission regulations, and

(4) the growing desire for more French instruction for their children on the part of many English parents who are committed to remain in Québec, it can be assumed that the percent opting for programmes in a neighbouring French board will increase.

(Continued on Page 27)

Series D (2.5 births): —— Series E (2.1 births): - - - Series F (1.8 births): ●●●●

KINDERGARTEN AND ELEMENTARY SCHOOL POPULATION AND BIRTH PROJECTIONS[1]

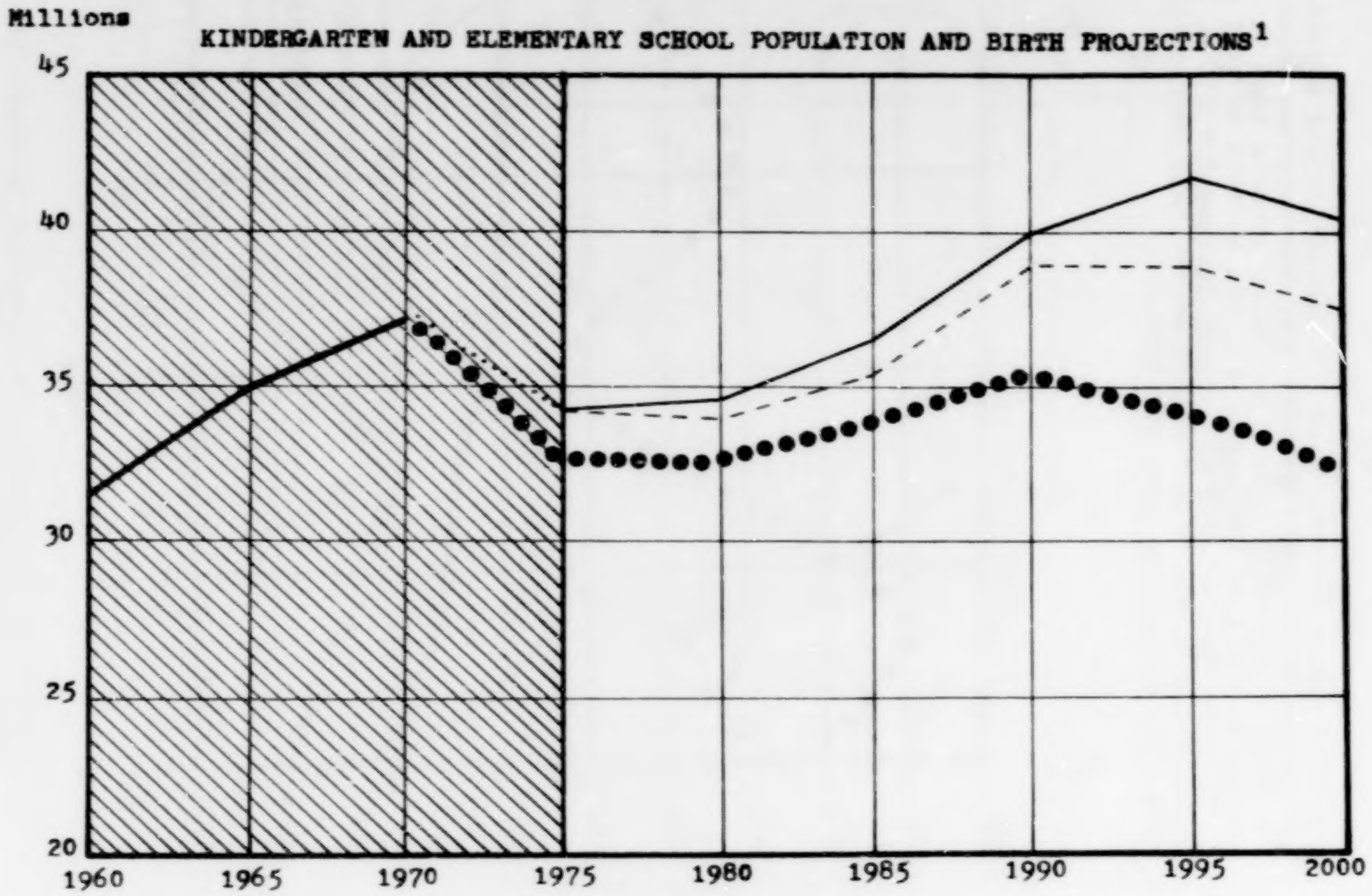


Figure 12

---

[1] AASA, Declining Enrollment: What to Do (Arlington, Virginia: American Association of School Administrators, 1974), p. 3.

Zsigmond notes that the need for elementary and secondary schools will fluctuate greatly over the next two decades: in 1983, Canada will need 1 800 fewer schools than in 1974 (based on the same average size), but by 1997 we will need 1 900 more than we have at present (Zsigmond 1975, p. 34). This is due to the "echo" effect of the baby boom children when they themselves have children.[1]

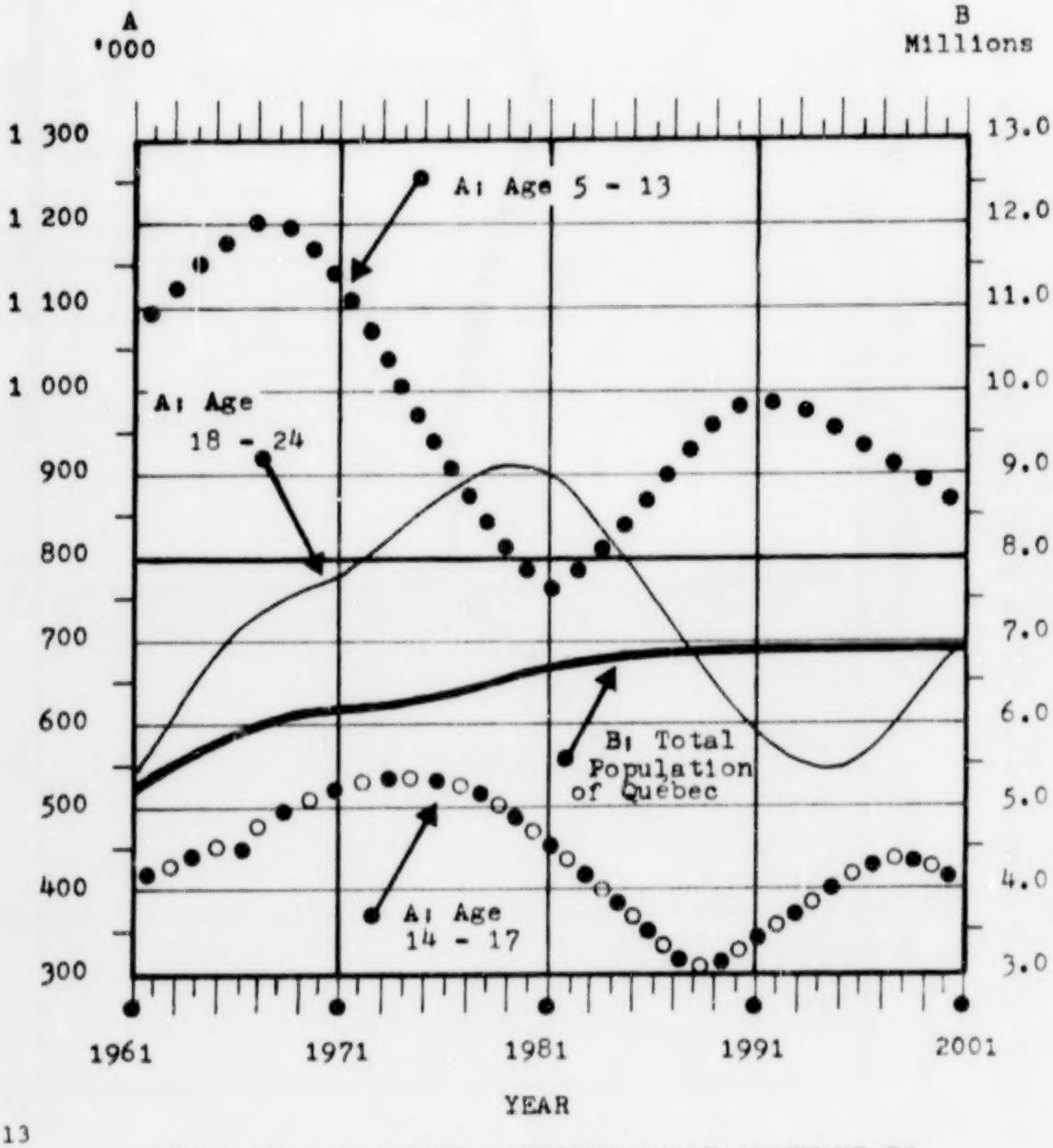


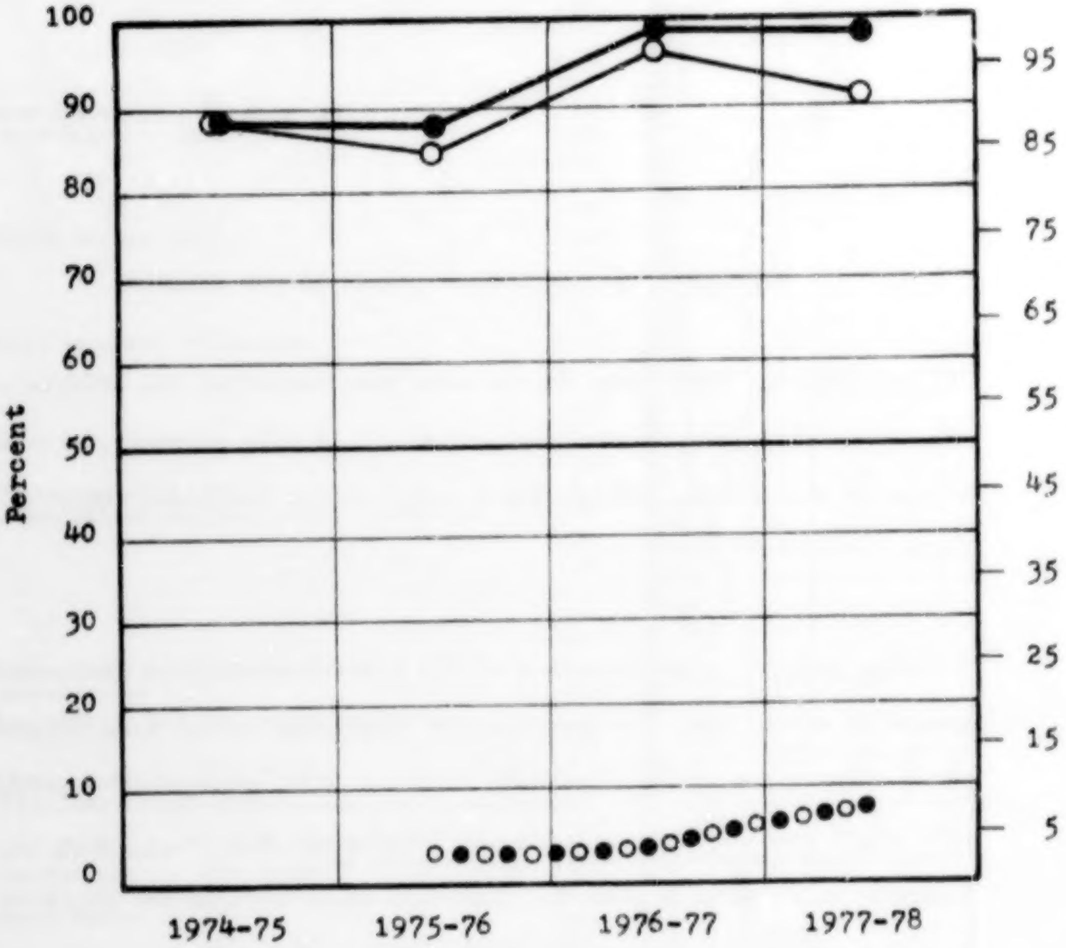
Figure 13

POPULATION OF COHORTS APPROXIMATELY RELEVANT TO SCHOOL ENROLLMENT, QUEBEC, 1961 - 2001

---

[1] Canada, Implications of The Changing Age Structure of The Canadian Population; Perceptions 2 (Ottawa: Minister of Supply and Services Canada, 1976), p. 22.

LAKESHORE SCHOOL BOARD PUPILS ATTENDING FRENCH SCHOOLS



●——● Elementary and High School Pupils Combined
○——○ Elementary Pupils
●○●○●○●○ High School Pupils

Elementary	440 (88.7%)	424 (85.5%)	482 (97.2%)	456 (91.9%)
High School	---	11 (2.2%)	14 (2.8%)	37 (7.5%)
Combined	440 (88.7%)	436 (87.9%)	496 (100.0%)	493 (99.4%)

Figure 14

CHAPTER III; POPULATION TRENDS IN OUR SCHOOLS

The population fluctuations in our area have reflected the effects of the demographic factors mentioned elsewhere in this document, plus the status of the economy and the instability of our political institutions.

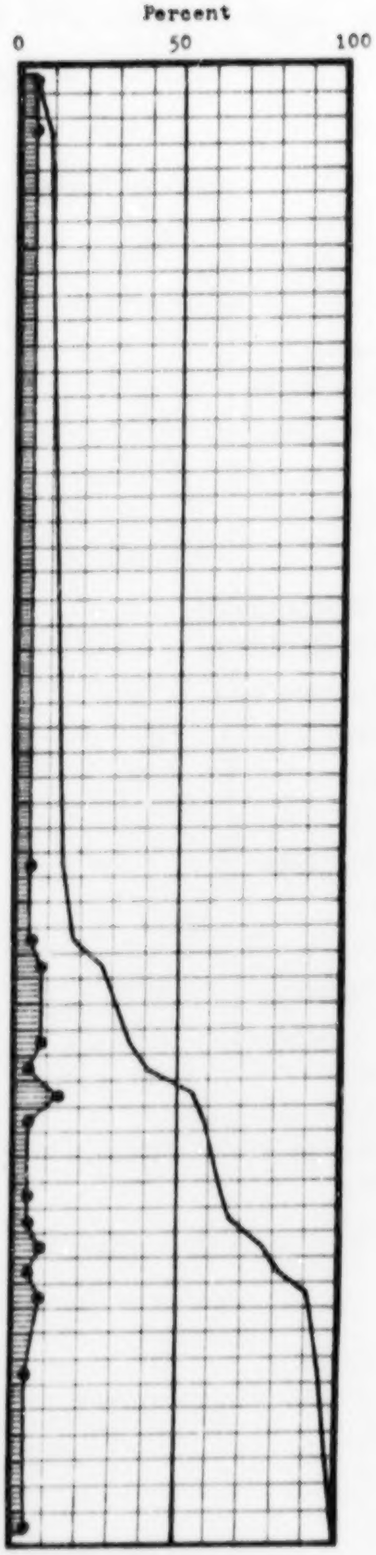
Starting in 1950, when the first of the post-war baby-boom children became of school age, the construction of schools in our area accelerated. (See Figure 15). Between 1950 and 1970, nineteen Protestant elementary schools were built on the Lakeshore. Most were built in response to a definite need for classroom space because the children were already living in the community. Others were built in anticipation of a building development which, in-the-main, materialized.

During the past ten years, the patterns of growth and decline of pupil populations in our area has fluctuated. If we compare the populations of each school to its theoretical capacity (Figure 16), we see that twenty of our schools had their largest enrollments prior to 1976-77. However, fourteen schools recorded their lowest enrollments ever in the last two years. Eleven experienced this in the current school year. (See Figures 17, 18).

(Continued on Page 32)

N = 22	No. Built on That Date	No. Built to That Date	Year
● Post WW I	(1) 4.5%	(1) 4.5%	1919
			1920
	(1) 4.5%	(2) 9.0%	1921
			1922
			1923
● Commuting, in A Limited Way, to Suburbs by Train			1924
			1925
			1926
			1927
			1928
● Stock Market Crash			1929
			1930
			1931
			1932
● Deep Economic Depression			1933
			1934
			1935
			1936
			1937
			1938
● Beginning of WW II: Urbanization and Industrial Growth			1939
			1940
			1941
			1942
			1943
			1944
			1945
● End of WW II: Rapid Growth of Universities			1946
			1947
● Automobiles and "Bedroom" Communities			1948
			1949
● Start of Korean War: "Baby-Boom" Begins	(1) 4.5%	(3) 13.6%	1950
			1951
			1952
● Greater Urbanization and Industrial Growth Urban Sprawl	(1) 4.5%	(4) 18.2%	1953
	(2) 9.0%	(6) 27.2%	1954
			1955
			1956
	(2) 9.0%	(8) 36.4%	1957
● Mobility of Populations	(1) 4.5%	(9) 40.9%	1958
	(3) 13.6%	(12) 54.5%	1959
	(1) 4.5%	(13) 59.1%	1960
			1961
			1962
	(1) 4.5%	(14) 63.6%	1963
● Ministry of Education Created	(1) 4.5%	(15) 68.2%	1964
	(2) 9.0%	(17) 77.2%	1965
	(1) 4.5%	(18) 81.8%	1966
● Expo '67	(2) 9.0%	(20) 90.9%	1967
			1968
			1969
	(1) 4.5%	(21) 95.5%	1970
			1971
			1972
● Bill 63 and Bill 22			1973
			1974
			1975
● Olympics	(1) 4.5%	(22)100.0%	1976
● P.Q. Elected			
Totals:	(22) 100%	(22) 100%	

● Bill 1 and Bill 101: Mobility of Populations



SCHOOL CONSTRUCTION FOR ELEMENTARY PUPILS OF THE LAKESHORE SCHOOL BOARD

Figure 15

GRID INDICATING THE YEAR OF GREATEST (●) AND LEAST (○) ENROLLMENT FOR EACH OF THE ELEMENTARY SCHOOLS BASED UPON CAPACITY FROM 1968-69 TO 1977-78

☒ No data ▨ Did not exist

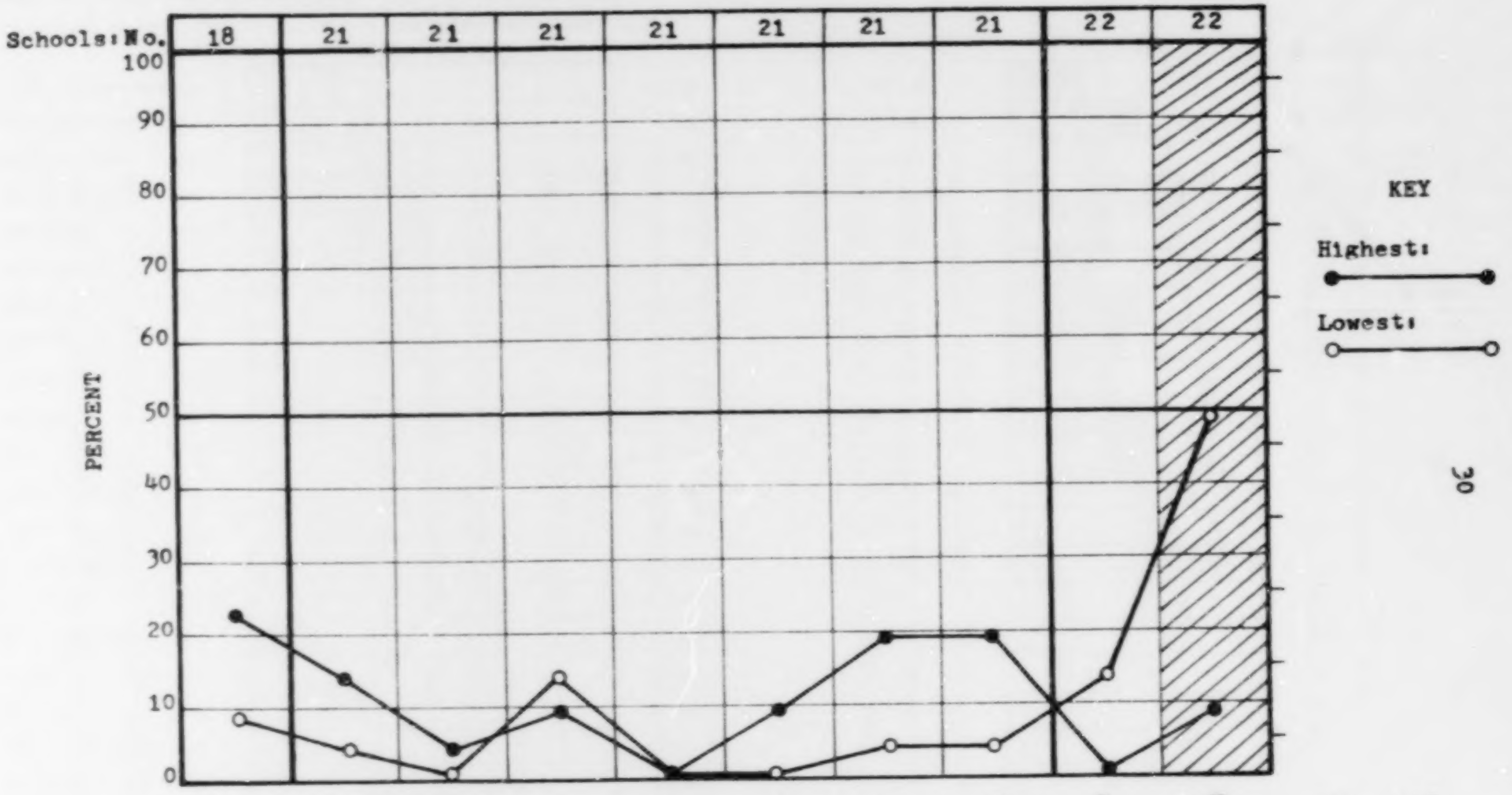
	⊖ PERCENT			YEAR									
SCHOOL	HIGHEST	LOWEST	CAP-ACITY	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
				A	B	C	D	E	F	G	H	I	J
Allancroft	108.4%	88.7%	636							●			○
Beacon Hill	98.9	75.4	524				●					○	
Beaconsfield	96.8	46.4	442	●									○
Briarwood	106.4	58.3	472				○		●				
Cedar Park	79.7	57.3	674								●		○
Christmas Park	89.0	68.9	674	●									○
Dorion Gardens	67.1	42.8	404				○			●			
Dorset	78.8	62.6	504	○							●		
Edgewater	92.5	60.1	494	●									○
Greendale	91.1	69.4	664				●						○
Hudson Elementary	92.8	80.0	250	☒		●							○
Lakeside Heights	99.9	73.7	702	○						●			
Mount Pleasant	97.5	92.5	322	☒								○	●
Northview	104.4	78.3	704		●								○
Oak Ridge	89.1	62.0	442		●								○
Seigniory	90.5	71.1	674		●						○		
Spring Garden	100.5	85.0	440	▨	▨	▨	▨	▨	▨	▨	▨	○	●
Sunnydale	105.3	89.4	950						●				○
Thorndale	89.3	79.5	704				○			●			
Valois Park	110.7	72.3	614								●		○
Vivian Graham	66.0	48.2	494	●						○			
Windermere	94.3	70.7	564	▨	○						●		

⊖ Percentages based upon ponderated numbers.

Figure 16

Year	A	B	C	D	E	F	G	H	I	J
Highest	4 22.2%	3 14.3%	1 4.8%	2 9.5%	0 0.0%	2 9.5%	4 19.0%	4 19.0%	0 0.0%	2 Schools 9.0%
Lowest	2 9.0%	1 4.8%	0 0.0%	3 14.3%	0 0.0%	0 0.0%	1 4.8%	1 4.8%	3 13.6%	11 Schools 50.0%
No. of Schools	18	21	21	21	21	21	21	21	22	22

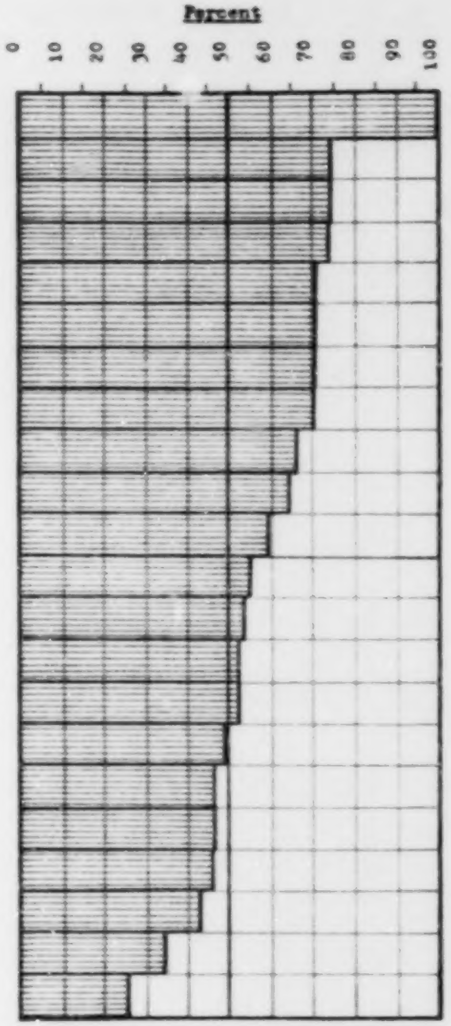
GRAPH INDICATING THE PERCENTAGE OF THE TWENTY-TWO ELEMENTARY SCHOOLS EXPERIENCING THEIR HIGHEST ENROLLMENTS AND THEIR LOWEST FROM THE SCHOOL YEAR 1968-69 TO 1977-78



	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Highest ➡	4 22.2%	3 14.3%	1 4.8%	2 9.5%	0 0.0%	2 9.5%	4 19.0%	4 19.0%	0 0.0%	2 9.0%
Lowest ⇨	2 9.0%	1 4.8%	0 0.0%	3 14.3%	0 0.0%	0 0.0%	1 4.8%	1 4.8%	3 13.6%	11 50.0%

Figure 17

School	Capacity	Percent	Percent Being Used
Sunnydale	950	100.0%	89.4%
Northview	704	74.1%	78.3%
Thorndale	704	74.1%	84.1%
Lakeside Heights	702	73.9%	76.2%
Seigniory	674	70.9%	80.7%
Cedar Park	674	70.9%	57.3%
Christmas Park	674	70.9%	68.9%
Greendale	664	70.0%	69.4%
Allancroft	636	66.9%	88.7%
Valois Park	614	64.6%	72.3%
Windermere	564	59.4%	83.5%
Beacon Hill	524	55.2%	77.7%
Dorset	504	53.1%	78.4%
Vivian Graham	494	52.0%	55.6%
Edgewater	494	52.0%	60.1%
Briarwood	472	49.7%	73.1%
Beaconsfield	442	46.5%	46.4%
Oak Ridge	442	46.5%	62.0%
Spring Garden	440	46.3%	100.5%
Dorion Gardens	404	42.5%	61.1%
Mount Pleasant	322	33.9%	97.5%
Hudson Elementary	250	26.3%	80.0%



COMPARISON OF PUPIL CAPACITY OF EACH OF THE ELEMENTARY SCHOOLS WITH SUNNYDALE BEING EQUAL TO 100 PERCENT

GRAPH INDICATING THE UTILIZATION OF EACH SCHOOL'S CAPACITY ON SEPTEMBER 30, 1977

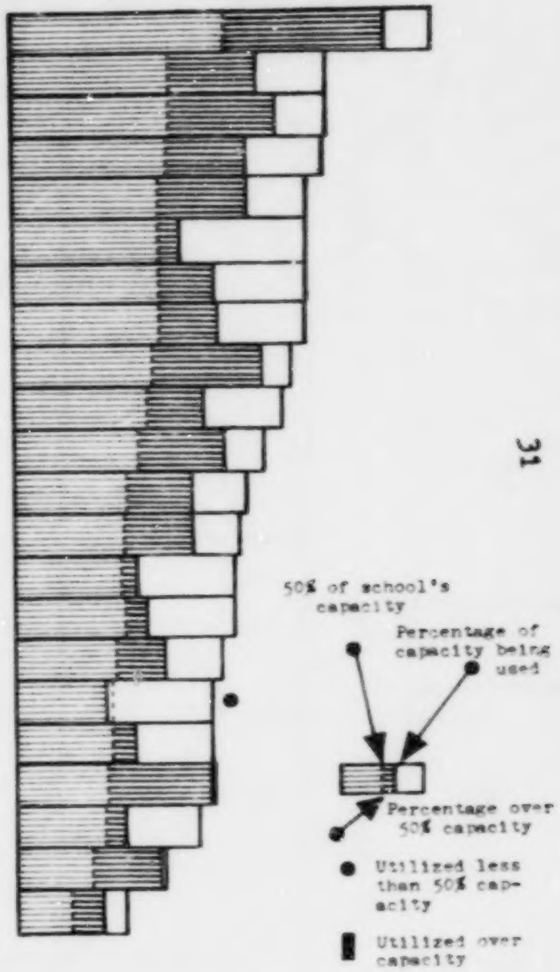


Figure 18

The causes of change in enrollments in the past were:

1. The waiting period prior to the opening of a new school when neighbourhood pupils were bussed to schools in other communities within our jurisdiction.

2. The years immediately following the opening of a new school or an addition to a school.

3. The transient nature of our communities contributed to changes in school populations when replacement families did not send their children to our schools, for one reason or another.

4. Certain communities remained relatively stable from the point-of-view of numbers. However, when these children had finished school, their families remained. Consequently, replacement school aged-children did not appear.

5. More recently, the greatest influence causing fluctuations in numbers has been the political situation in our province caused by linguistic issues and, specifically, Bill 101.

In our present situation, new elements have appeared to effect our numbers. They are:

1. The law which defines admissibility to our schools, the effect of which is shown in Figure 10. **(See Page 21)**

2. The climate caused by the issues related to the present linguistic policies and its accompanying ramifications.

3. Changes in the Federal immigration laws which reduced the numbers of people entering the Province (See Figure 9 ; Page 16) from which we would normally draw many of our students.

4. Population changes which occurred when the Partial French Immersion programme was introduced. Initially eight host schools offered this programme. These children opting for P.F.I. were bussed away from their neighbourhood school. Although we aim to offer P.F.I. in all our schools at present, several cannot accommodate the programme because of lack of space or because a viable number of pupils required to form classes did not opt for P.F.I. The success of this programme is illustrated in Figure 19 which shows the number who have entered during the past six years.

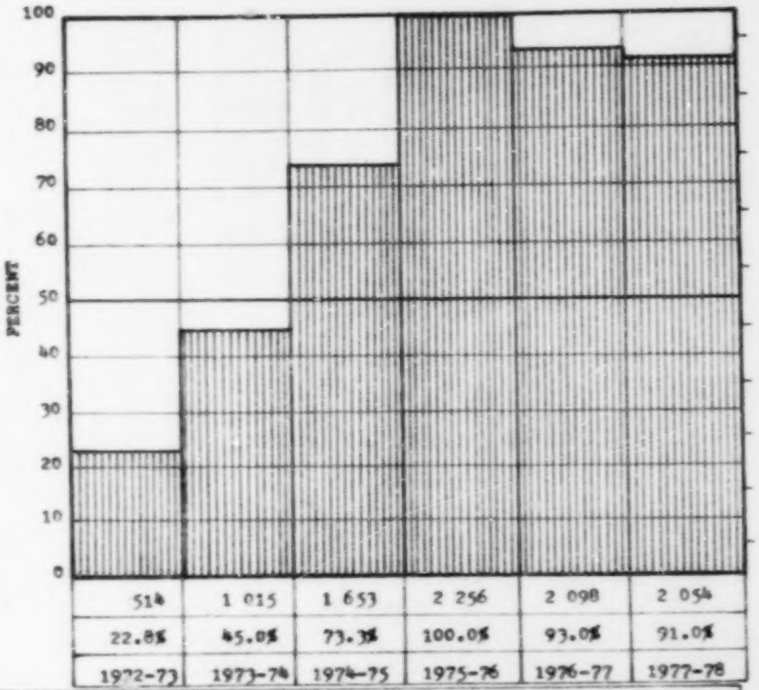
Although an attrition rate exists (see Figure 20), the root cause for this trend is the departure of pupils who are not replaced. Besides this, a small group of children who were unsuited for the programme are withdrawn each year. ②

A comprehensive view of the population trends in our elementary schools for the past ten years is contained in Figures 21A - 21D. Those for the past three years in our high schools appear in Figures 22A - 22B. This data along with our preliminary forecast will guide us to determine which schools will require a study of their utilization. (See Document A).

(Continued on Page 42)

GRADES FOUR TO SEVEN INCLUSIVE: PFI ENROLLMENTS FROM 1972-73 TO 1977-78

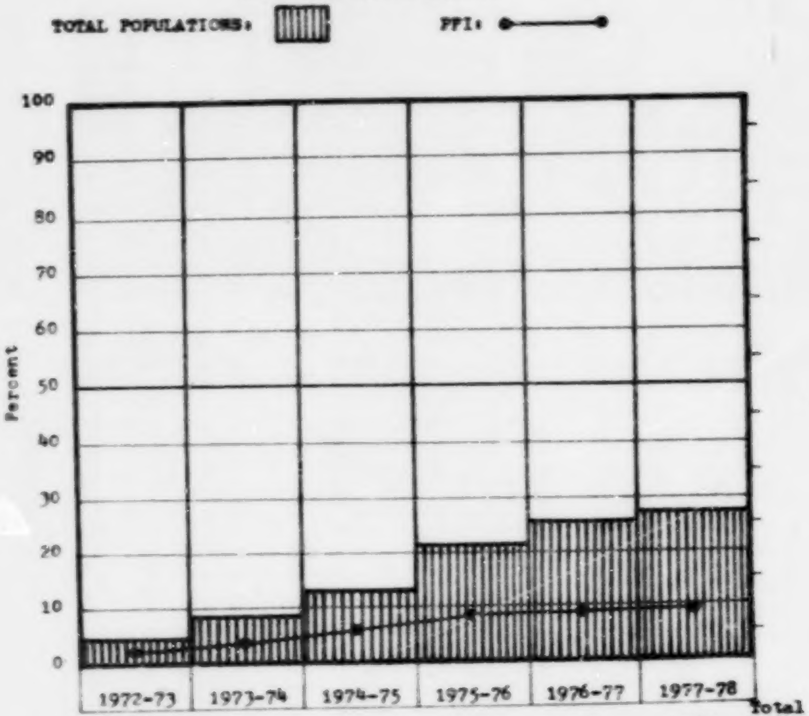
N = 9 590 Pupils



	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	
Grade 4	514	590	722	704	570	585	3 685
Grade 5		425	528	652	612	506	2 723
Grade 6			403	557	533	526	2 019
Grade 7				343	383	437	1 163
Totals	514	1 015	1 653	2 256	2 098	2 054	Total 9 590
Percent	22.8%	45.0%	73.3%	100.0%	93.0%	91.0%	

ELEMENTARY AND HIGH SCHOOL PARTIAL FRENCH IMMERSION POPULATIONS COMPARED TO TOTAL POPULATIONS (GRADES 4 TO SECONDARY 3, INC.)

FROM 1972-73 TO 1977-78



	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78	Total
PFI	514 1.6%	1 015 3.2%	1 653 5.2%	2 690 8.5%	2 808 8.8%	2 962 9.3%	11 642 36.6%
Total Pupil Population	1 406 4.4%	2 755 8.7%	4 149 13.0%	6 695 21.0%	8 110 25.5%	8 708 27.4%	31 823 100.0%

Figure 19

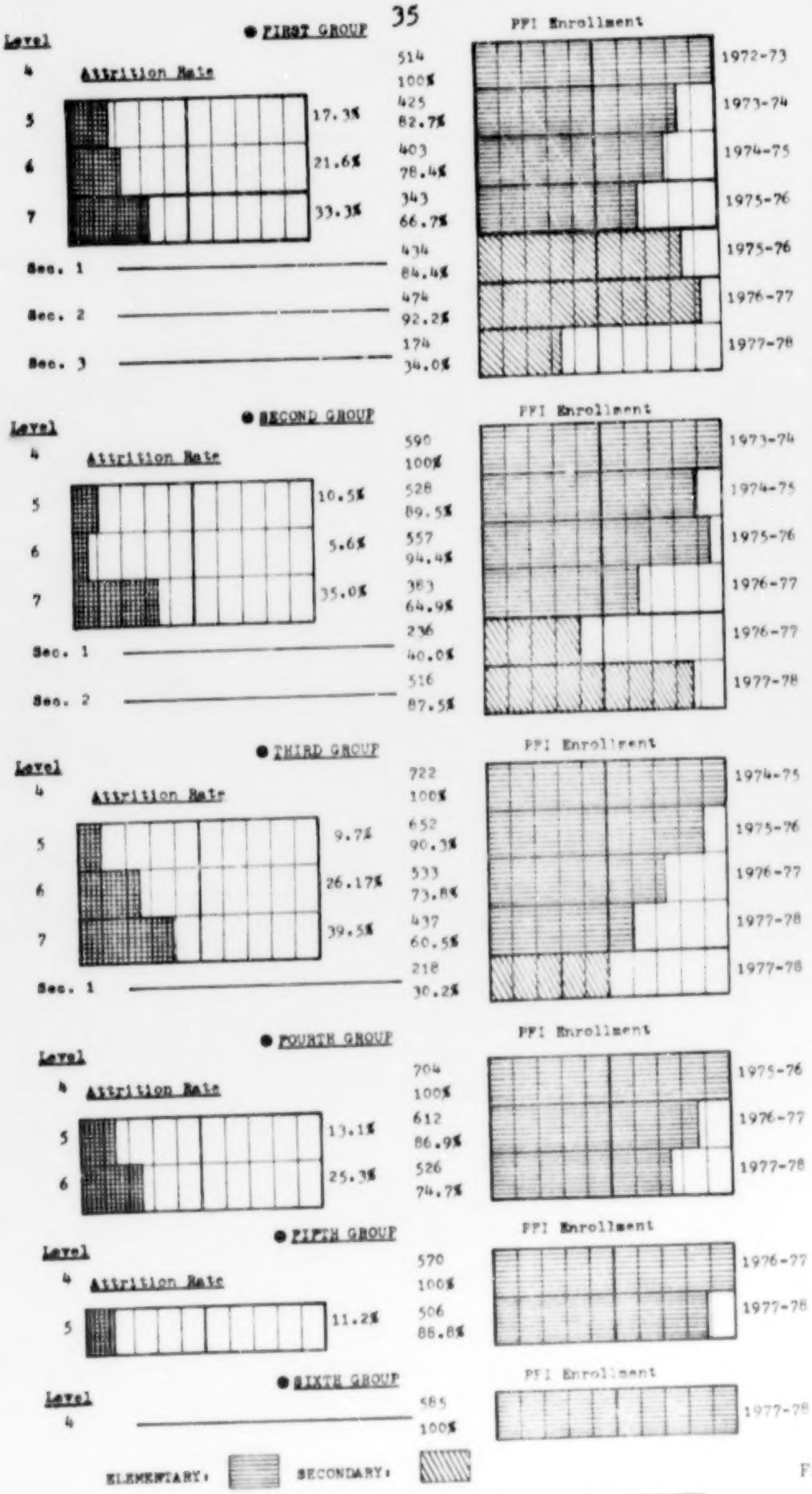
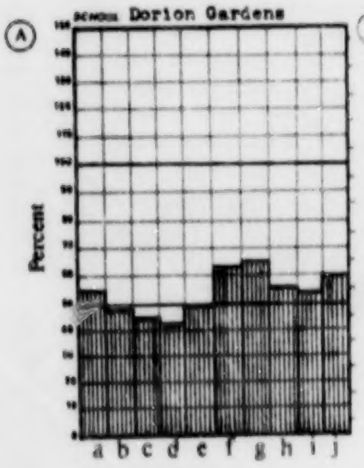


Figure 20

PFI ENROLLMENT, GROUPS ONE TO SIX INCLUSIVE, AND ATTRITION RATES

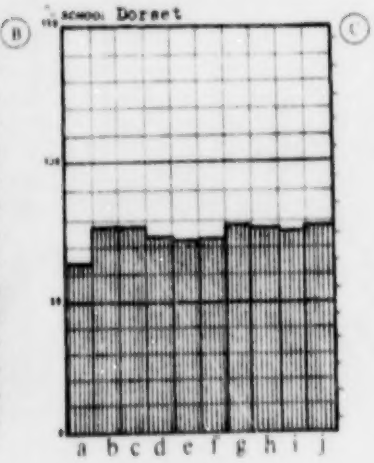
(404 = 100%)



Real Populations by Year:

a. 220(55.4%) f. 272(65.8%)
b. 192(48.3%) g. 278(67.1%)
c. 174(44.8%) h. 242(56.9%)
d. 172(42.8%) i. 218(54.7%)
e. 208(49.8%) j. 225(61.1%)

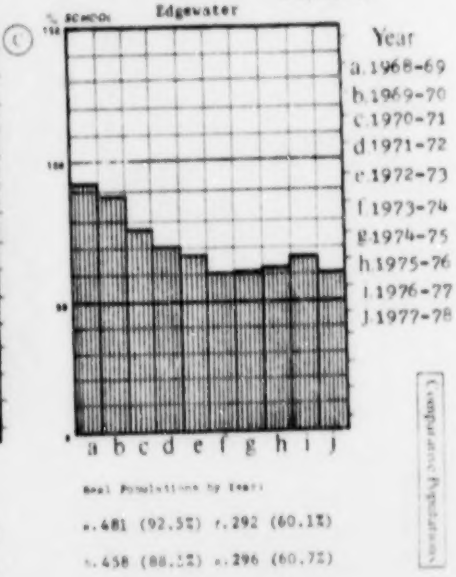
(504 = 100%)



Real Populations by Year:

a. 313(62.6%) f. 370(74.0%)
b. 400(77.8%) g. 373(78.6%)
c. 401(77.8%) h. 371(78.8%)
d. 381(74.6%) i. 365(77.2%)
e. 367(73.2%) j. 351(78.4%)

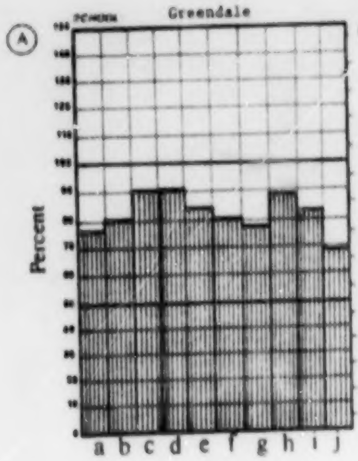
(494) Capacity



Real Populations by Year:

a. 481 (92.5%) f. 292 (60.1%)
b. 458 (88.1%) g. 296 (60.7%)
c. 408 (77.5%) h. 305 (62.1%)
d. 365 (70.4%) i. 298 (66.2%)
e. 333 (67.0%) j. 284 (60.1%)

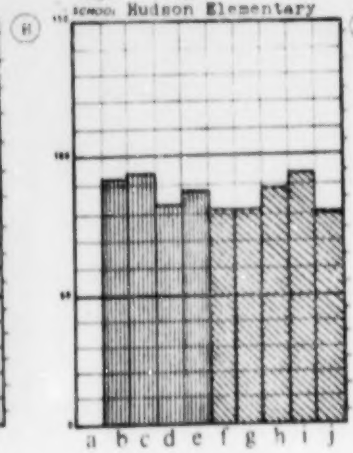
(664)



Real Populations by Year:

a. 538 (76.8%) f. 539 (81.0%)
b. 572 (80.9%) g. 546 (78.2%)
c. 629 (91.0%) h. 608 (89.3%)
d. 632 (91.1%) i. 537 (83.4%)
e. 577 (83.7%) j. 449 (69.4%)

(See below●
250 = 100%

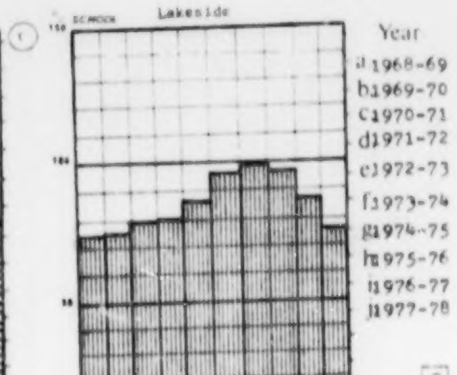


Real Populations by Year:

a. ---------- f. 193(81.6%)
b. 254(92.0%) g. 204(81.6%)
c. 258(92.8%) h. 222(88.8%)
d. 218(83.6%) i. 231(92.4%)
e. 236(88.0%) j. 185(80.0%)

●1969-73: K to 6
1973-78: 1 to 6

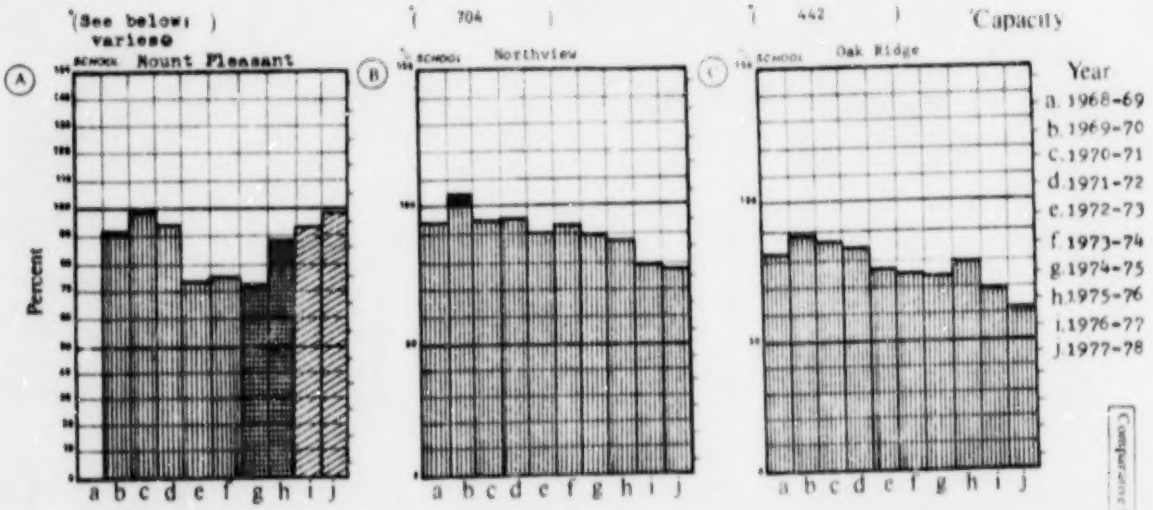
(702) Capacity



Real Populations by Year:

a. 538 (73.7%) f. 656 (95.9%)
b. 563 (74.4%) g. 686 (99.9%)
c. 606 (80.3%) h. 685 (97.0%)
d. 608 (80.9%) i. 601 (86.5%)
e. 592 (85.8%) j. 538 (76.2%)

Figure 21B



Real Populations by Year:

a. ---------- f. 174(74.8%)
b. 185(91.5%) g. 240(72.6%)
c. 198(98.0%) h. 280(89.0%)
d. 187(92.6%) i. 325(92.5%)
e. 160(73.2%) j. 318(97.5%)

Rooms added to School

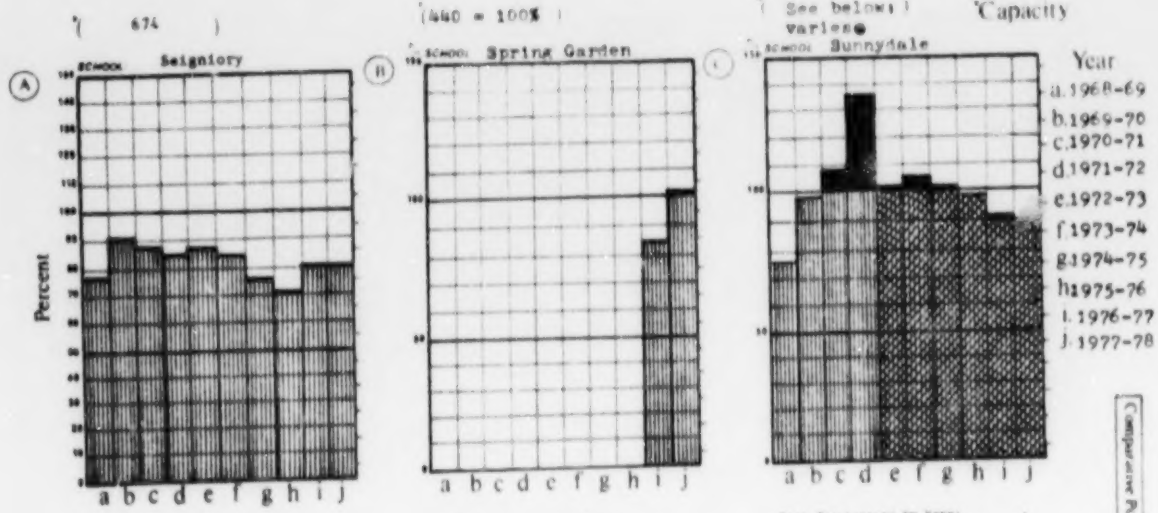
●Capacity:
1969-74: 2
1974-76: 29
1976-78: 32

Real Populations by Year:

a. 692 (93.6%) f. 665 (92.8%)
b. 779 (104.4%) g. 621 (89.3%)
c. 697 (93.9%) h. 616 (87.6%)
d. 703 (95.0%) i. 568 (79.7%)
e. 662 (90.5%) j. 515 (78.3%)

Real Populations by Year:

a. 361 (82.1%) f. 319 (75.1%)
b. 400 (89.1%) g. 311 (74.4%)
c. 382 (86.0%) h. 323 (79.6%)
d. 380 (84.2%) i. 283 (69.7%)
e. 338 (77.1%) j. 251 (62.0%)



Real Populations by Year:

a. 535 (76.6%) f. 576 (83.5%)
b. 642 (90.5%) g. 520 (75.8%)
c. 616 (87.2%) h. 492 (71.1%)
d. 590 (83.8%) i. 560 (80.7%)
e. 593 (85.4%) j. 547 (80.7%)

Real Populations by Year:

a. ---------- f. ----------
b. ---------- g. ----------
c. ---------- h. ----------
d. ---------- i. 397(85.0%)
e. ---------- j. 446(100.5%)

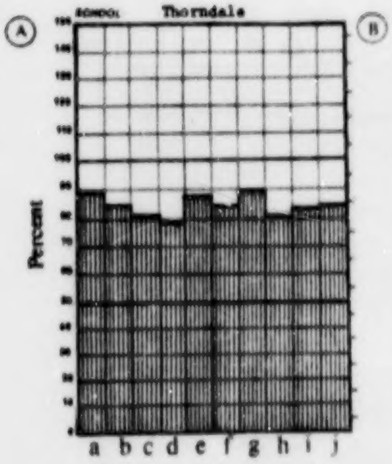
Real Populations by Year:

a. 524(76.0%) f. 1050(105.3%)
b. 682(97.8%) g. 995(101.5%)
c. 758(109.4%) h. 944(98.1%)
d. 890(134.6%) i. 852(90.8%)
e. 1000 (100.4%) j. 821(89.4%)

●Capacity:
1968-72: 650

Figure 21C

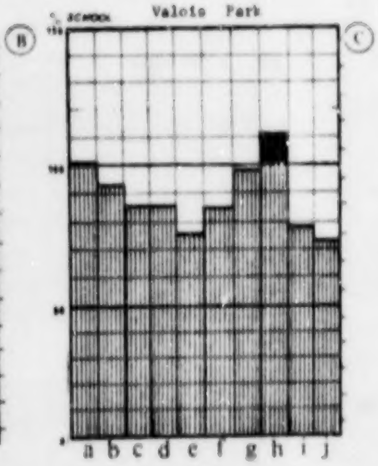
(704)



Real Populations by Year:

a. 664 (88.9%) f. 596 (84.1%)
b. 610 (83.5%) g. 617 (89.3%)
c. 592 (81.4%) h. 565 (81.3%)
d. 555 (79.5%) i. 576 (83.7%)
e. 615 (87.9%) j. 532 (84.1%)

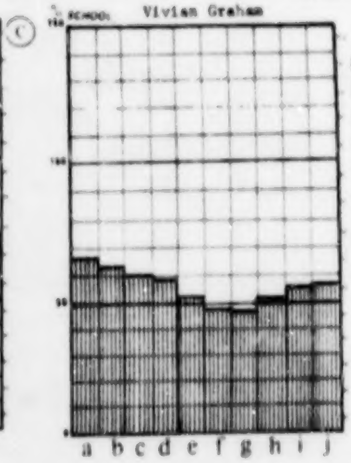
(614)



Real Populations by Year:

a. 624 (100.8%) f. 495 (84.7%)
b. 593 (92.5%) g. 587 (98.2%)
c. 544 (85.2%) h. 650 (110.7%)
d. 514 (85.2%) i. 450 (79.0%)
e. 444 (75.6%) j. 415 (72.3%)

(494) Capacity



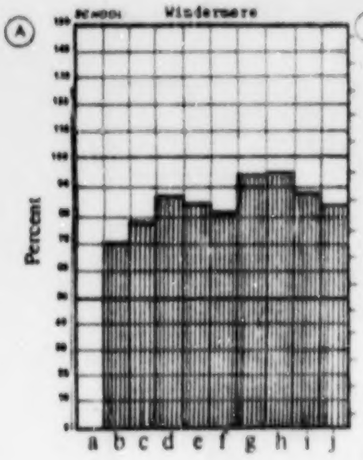
Real Populations by Year:

a. 329 (66.0%) f. 226 (48.6%)
b. 315 (63.4%) g. 221 (48.2%)
c. 290 (60.3%) h. 226 (51.6%)
d. 267 (58.9%) i. 249 (55.5%)
e. 242 (52.2%) j. 254 (55.6%)

Year
a. 1968-69
b. 1969-70
c. 1970-71
d. 1971-72
e. 1972-73
f. 1973-74
g. 1974-75
h. 1975-76
i. 1976-77
j. 1977-78

Comparative Populations

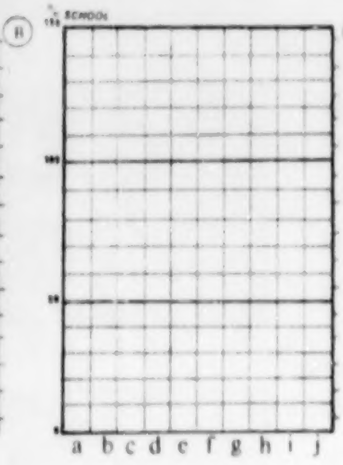
(564)



Real Populations by Year:

a. – – f. 481 (81.6%)
b. 413 (70.7%) g. 553 (94.1%)
c. 470 (78.4%) h. 562 (94.3%)
d. 492 (86.7%) i. 523 (88.1%)
e. 491 (84.2%) j. 468 (83.5%)

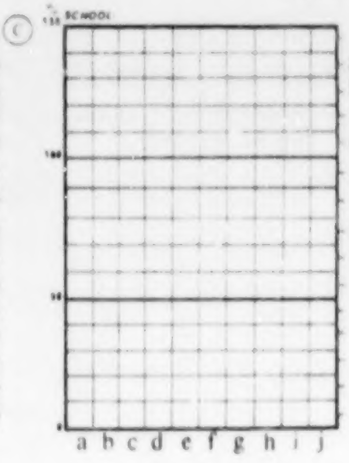
( )



Real Populations by Year:

a. f.
b. g.
c. h.
d. i.
e. j.

( ) Capacity



Real Populations by Year:

a. f.
b. g.
c. h.
d. i.
e. j.

Year
a. 1968-69
b. 1969-70
c. 1970-71
d. 1971-72
e. 1972-73
f. 1973-74
g. 1974-75
h. 1975-76
i. 1976-77
j. 1977-78

Comparative Populations

Figure 21D

HIGH SCHOOL POPULATIONS FROM 1973-74 TO 1977-78, RELATIVE TO CAPACITY

● Hudson High	(Capacity: 440)	
1973-74	399	90.7%
1974-75	403	91.6%
1975-76	423	96.2%
1976-77	434	98.6%
1977-78	426	96.8%

● Macdonald	(Capacity: 1 270)	
1973-74	836	65.8%
1974-75	914	72.0%
1975-76	976	76.9%
1976-77	973	76.6%
1977-78	970	76.4%

● Beaconsfield	(Capacity: 1 970)	
1973-74	1 617	82.1%
1974-75	1 660	84.3%
1975-76	1 684	85.5%
1976-77	1 710	86.8%
1977-78	1 580	80.2%

● John Rennie	(Capacity: 2 380)	
1973-74	2 007	84.3%
1974-75	2 082	87.5%
1975-76	2 027	85.2%
1976-77	2 120	89.1%
1977-78	1 939	81.5%

● Lindsay Place	(Capacity: 1 960)	
1973-74	1 659	84.6%
1974-75	1 597	81.5%
1975-76	1 582	80.7%
1976-77	1 530	78.1%
1977-78	1 520	77.6%

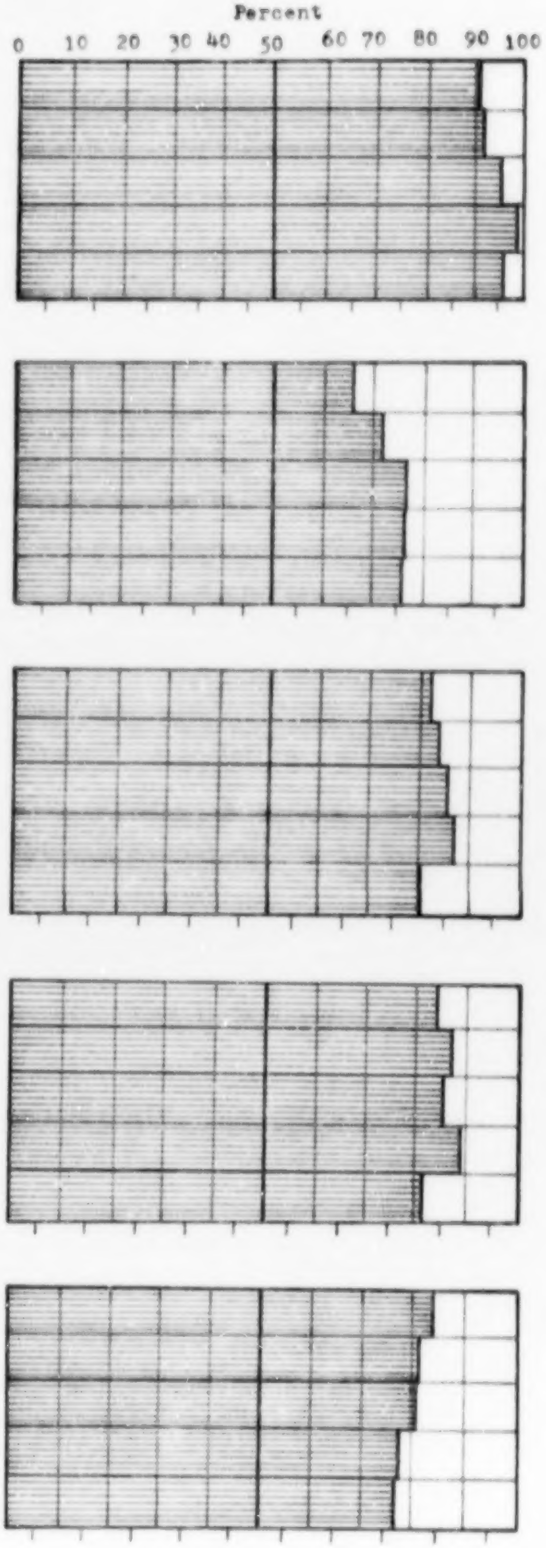
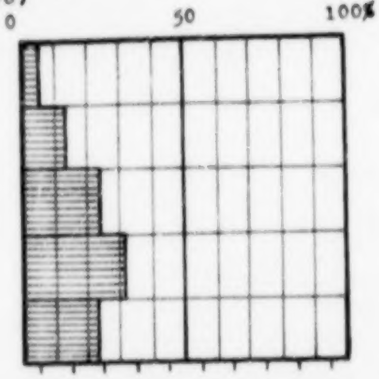


Figure 22A

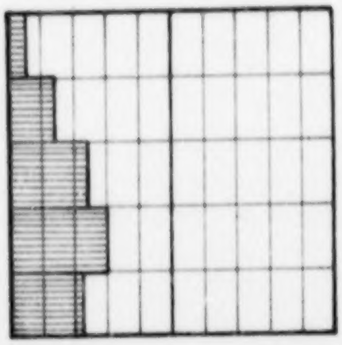
ENROLLMENTS: HIGH SCHOOLS (1974-75 TO 1977-78)

◐ Capacity in Brackets

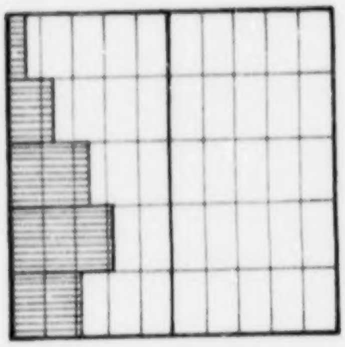
●1974-75	Hudson (440)	403	6.0%
	Macdonald (1 270)	914	13.8%
N = 6 656 Pupils	Beaconsfield (1 970)	1 660	24.9%
	J. R. H. S. (2 380)	2 082	31.3%
	L. P. H. S. (1 960)	1 597	24.0%



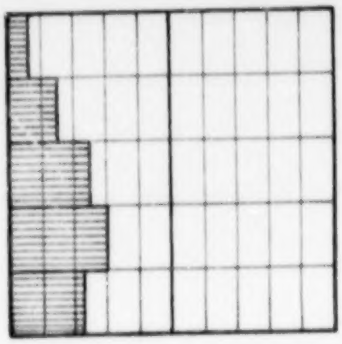
●1975-76	Hudson	423	6.3%
	Macdonald	976	14.6%
N = 6 692 Pupils	Beaconsfield	1 684	25.2%
	J. R. H. S.	2 027	30.3%
	L. P. H. S.	1 582	23.6%



●1976-77	Hudson	434	6.4%
	Macdonald	973	14.4%
N = 6 767 Pupils	Beaconsfield	1 710	25.3%
	J. R. H. S.	2 120	31.3%
	L. P. H. S.	1 530	22.6%



●1977-78	Hudson	426	6.6%
	Macdonald	970	15.0%
N = 6 435 Pupils	Beaconsfield	1 580	24.6%
	J. R. H. S.	1 939	30.1%
	L. P. H. S.	1 520	23.6%



●Combined:	1974-75	6 656	25.07%
N = 26 550 Pupils	1975-76	6 692	25.20%
	1976-77	6 767	25.49%
	1977-78	6 435	24.24%

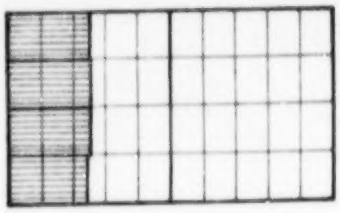


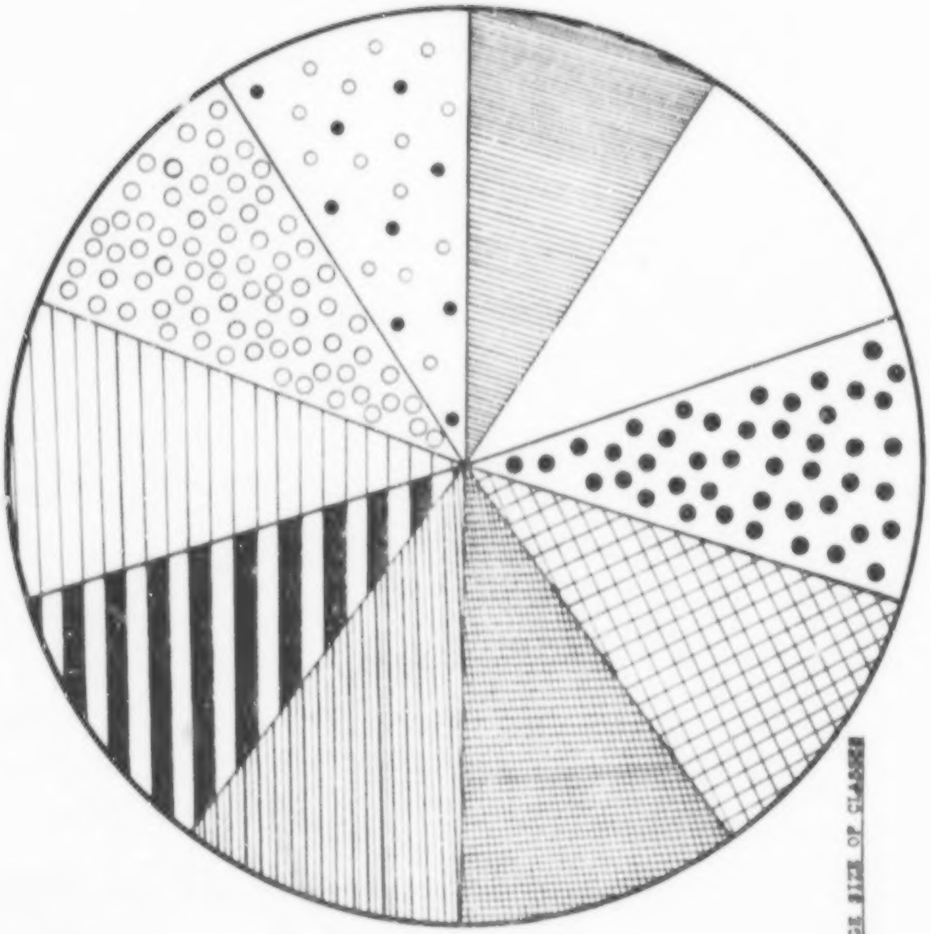
Figure 22B

CHAPTER IV; THE RESULTS OF DIMINISHING POPULATIONS ON SCHOOLS

As pupil numbers diminish in our schools certain elements relating to components of a school are effected. These are:

1. Utilization of space (See Figures 18, 23, 24)
2. Total budget allowances diminish, effecting both the operational and capital funds availble.
3. Available services
4. Cooperation with neighbouring schools (e.g., a shared teacher, Music, Kindergarten teacher, etc.)
5. Effect on School Programme (e.g. Regular classroom teacher teaches Phys. Ed. and music; increase in split classes, etc.)

(Continued on Page 45)



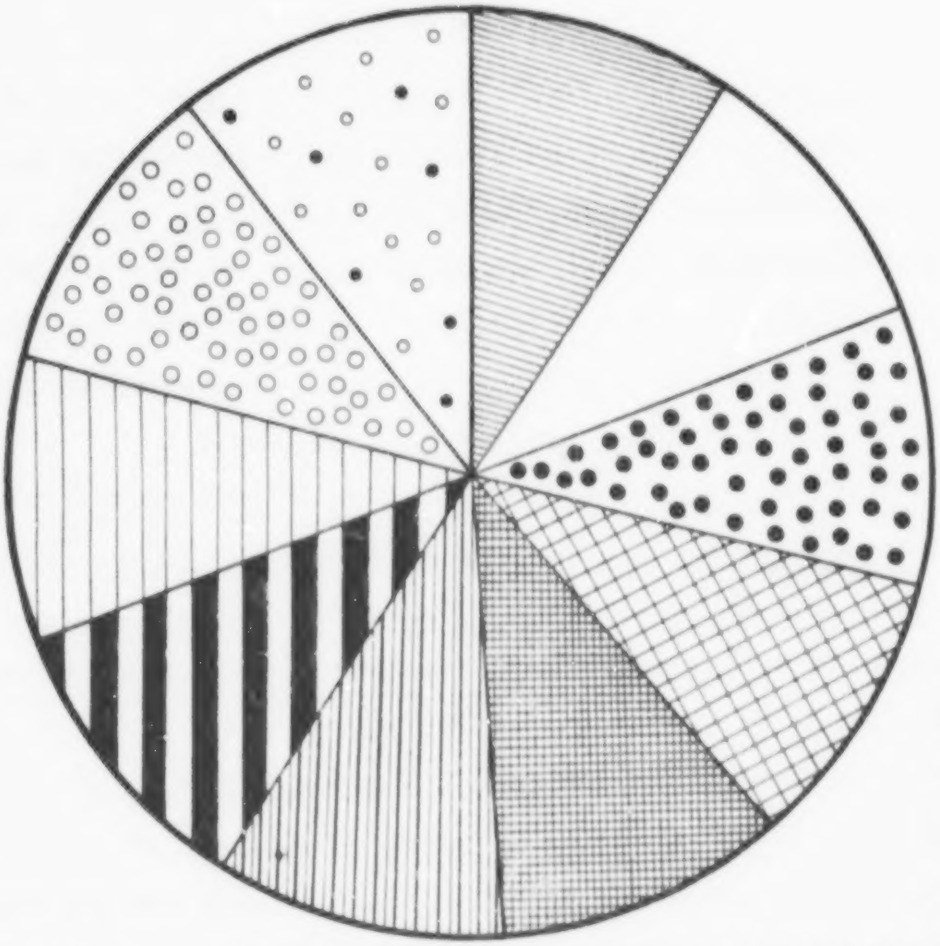
YEAR	POPULATION	PERCENTAGE OF TOTAL	KEY	CLASSROOMS	AVERAGE SIZE OF CLASSES
1968-69	8 941	9.2%	▨	363	24.6
1969-70	9 988	10.3%	□	377	26.5
1970-71	9 849	10.2%	●	377	26.1
1971-72	9 860	10.2%	▧	377	26.2
1972-73	9 732	10.1%	▦	386	25.2
1973-74	9 825	10.2%	▥	386	25.5
1974-75	9 896	10.2%	▮	389	25.4
1975-76	9 931	10.3%	▥	389	25.5
1976-77	9 729	10.1%	○	409	23.8
1977-78	8 852	9.2%	○●	410	21.6

THE PUPIL POPULATION OF THE ELEMENTARY SCHOOLS FROM THE SCHOOL YEAR 1968-69 TO 1977-78

Figure 23

TOTALS:

10 YEARS	96 603	100.0%	3 863	25.0



YEAR	CLASSROOMS	PERCENTAGE OF TOTAL	KEY	POPULATION	AVERAGE SIZE OF CLASSES
1968-69	363	9.3%	▨	8 941	24.6
1969-70	377	9.8%	☐	9 988	26.5
1970-71	377	9.8%	●	9 849	26.1
1971-72	377	9.8%	▩	9 860	26.2
1972-73	386	10.0%	▦	9 732	25.2
1973-74	386	10.0%	▥	9 825	25.5
1974-75	389	10.1%	▮	9 896	25.4
1975-76	389	10.1%	▥	9 931	25.5
1976-77	409	10.5%	○	9 729	23.8
1977-78	410	10.6%	○●○	8 852	21.6

THE NUMBER OF CLASSROOMS AVAILABLE IN ELEMENTARY SCHOOLS FROM THE SCHOOL YEAR 1968-69 TO 1977-78

TOTALS:

10 Years	3 863	100.0%	96 603	25.0

Figure 24

Cost Analysis

Analysis of the pupil population of our schools over the last ten years shows fluctuations, but the indications given to us in the last two years show a marked decline in enrollment.

Our current forecast illustrates that this trend will grow and perhaps quicken (See Preliminary Pupil Forecast, Document A).

The drop in pupil population will reduce the monies and services available to us. However, as pupil numbers go down and if schools remain in operation, the *per capita* cost of operating the school will increase.

Data are being prepared so that groups will be able to study this problem using specifics. A study guide (See Part II) will be available to those who wish to consider each school, relative to the overall problem of declining population.

In addition to this, a comprehensive study of the global budget is being prepared by the Financial Services Department.

Personnel Resources

Cut backs in funds caused by a drop in pupil numbers not only effects the quantity of materials that may be purchased but also the number of personnel who will be available to provide various services.

Certain positions are determined by "Norms" established by the Ministry of Education. (e.g. The number of teachers and administrators)

Other personnel are employed by us at present because of specific needs. These are mainly support personnel such as caretakers, secretaries, aides, lab-assistants, etc.

Collective agreements and other personnel documents provide guidelines to follow when needs diminish as a result of declining pupil population.

Preliminary work on the effect of a diminishing population is being carried out by the Director of Personnel (i.e. Annex XIX of the Teachers' Contract will assist in the study concerning teachers).

Changing School Use

As space beyond our needs becomes available in various schools, communities and interested groups will examine the situation from both a broad and a local point of view. Materials will be available to guide them in their study in order that all components effecting a school's operation are examined. (See Declining Pupil Population: A Plan for Consultation; Document B).

These materials are based on the experiences of other school systems which have been met with the same problem, namely diminishing enrollments. Through the consultation process that is proposed, a wide understanding of the problem will be achieved and recommendations involving alternatives will be made to the Council of Commissioners.

PART TWO

PART TWO: TABLE OF CONTENTS

Chapter I; A Proposal for Formulating A General Policy on Declining School Enrollments 47

Chapter II; Declining Pupil Population - Problem-Solving Routes for Suggested Processes One, Two and Three, and GREMEX: A Decision Making Process 53

Chapter III; Three Suggested Processes for The Alternative Utilization of Schools 56

Process Number One 57

Process Number Two 77

Process Number Three 86

Chapter IV; Alternative Routes for School Utilization: Five Models 90

LIST OF FIGURES

Figure	Title	Page
25	Declining Pupil Population: Problem-Solving Routes	54
26	GREMEX: A Decision Making Process	55
27	Flow-Chart: Process One; Alternative Utilization Plan (School and Community)	58
28	Grid: Demographic Projections; Process One	59
29	Flow-Chart: Process Two; Alternative Utilization Plan (Committee of The Community)	78
30	Grid: Demographic Projections; Process Two	79
31	Flow-Chart: Process Three; Alternative Utilization Plan (Administrators)	87
32	Grid: Demographic Projections; Process Three	88
33	Alternative Paths for School Utilization: Five Models. Attribute Grid	92

CHAPTER I; A PROPOSAL FOR FORMULATING A GENERAL POLICY ON DECLINING SCHOOL ENROLLMENTS

Incorporated in this part of the document are suggested approaches and general solutions which may satisfy our local problem involving declining pupil populations.

Background

Declining school enrollments is a major problem facing communities throughout Canada. The Lakeshore School Board is concerned with the drop-off of its pupil numbers. It plans to involve the community in an analysis of the problem and in the development of possible solutions (e.g., the mandate given to Mrs. M. Manson to do "in-the-field" consultation; Document B).

When a school's pupil population diminishes, many aspects of school life are affected. A small school cannot offer the varied services that are available to larger schools. It cannot have as many specialists, nor is it entitled to the same administrative services. Budget allowances for equipment, materials and maintenance are also reduced.

N.B.

However, a small neighbourhood school offers advantages which offset the aforementioned disadvantages; they are:

(1) transportation problems are fewer

(2) children can lunch at home

(3) extra-curricular activities may be more easily organized

(4) parents can more readily participate in school activities

(5) a neighbourhood school can more easily adapt its programme to the character and needs of its community; this is probably the most important point. ?

On September 30, 1977, the Lakeshore School Board had an elementary school population of 8 852 and four hundred and ten classrooms. The Kindergarten pupils required thirty-three rooms, the Special Education twenty-five, and the other pupils, three hundred and twenty-one. This left thirty-one regular rooms available for free-flow, specialist activities and other pedagogical needs. In addition, there are a number of small-group teaching stations in our schools. Figures 23 and 24 (Pages 43-44, Part One) indicate a growing surplus of rooms caused by the diminishing elementary school population.

A good deal of this excess space is being utilized effectively as resource areas and work rooms. There are some schools that may have reached the point however where, from both a pedagogical and fiscal viewpoint, such arrangements may not be justifiable any longer.

Therefore, it is suggested that a policy be established to guide us through the period wherein the phenomenon of dwindling populations occurs, and which may aid us in resolving the resulting problems.

Suggested Criterion Provided by The Island Council

When the rate of utilization of a school reaches approximately sixty percent of its capacity, an investigation of a companion factor comes into play. This is what could be called the Efficiency Factor (EF) and it is as follows: according to the building utilization norms of the Island Council, an elementary school operates efficiently when occupied at 80% of its Theoretical Capacity (TC); for a high school it is 85%.

In studying the utilization of an elementary school building, a number of factors--in addition to the EF and the TC--are considered. These are:

- The Real Pupil Population (RP): RP means the total number of pupils attending a school at a given time, regardless as to whether they are in Kindergarten, Free-Flow, Special Education or regular classes.

- The Ponderated Pupil Population (P); P is arrived at through the use of the following formula:

  The number of Kindergarten pupils (K) divided by two, plus two times the number of Special Education pupils (SE), plus the number of Regular Class pupils (R).

  i.e.,

$$P = \frac{K}{2} + 2(SE) + R$$

Having established P, the EF or Efficiency Factor can be calculated, resulting in its application to the utilization process.

If the Theoretical Capacity (TC) of a school is X, then 80% of X or .80 times X is determined. This would result in the Efficiency Factor (EF) of that particular school.

If the Ponderated Pupil Population (P) is greater than the Efficiency Factor (EF), there is no problem at that time with that school's utilization programme. If P is less than EF, then the degree to which it is must be identified.

e.g., Cresthaven Elementary School; this is a hypothetical case-study. It has a TC or Theoretical Capacity of 470 pupils.

- Theoretical Capacity = TC = 470 pupils
- Efficiency Factor = EF = .80 × 470 = 376 pupils
- Breakdown: (Real Population)

  Kindergarten = K = 42 pupils
  Special Ed = SE = 17 pupils
  Regular = R = 253 pupils
- Real Population = RP = 312 pupils
- Ponderated Pupil Population = P

  i.e. $P = \frac{K}{2} + 2(SE) + R$

  $P = \frac{42}{2} + 2(17) + 253$

  $P = 21 + 34 + 253$

  P = 308 pupils
- When the Ponderated Pupil Population (P) of Cresthaven reaches the following level, alternative utilization should be considered:

  60% = (.60 × 376) = 226 pupils
- At present, Cresthaven has a Ponderated Population (P) of 308 pupils which allows for reasonable utilization of the facility, and a viable pedagogical programme

Suggested Solutions for A School with A Significant Pupil Population Decline

1. The planning process for a possible major change in a school programme involves a study of the school, and its neighbourhood and community. This will ultimately result in a decision to:

   (a) Continue to operate the school which has a rate of utilization below 60%, but with restricted or limited services and a modified programme, or

   (b) Continue to operate the school along with other publics who utilize the school building, and who help to defray the operating costs, or

   (c) Allocate the school for an alternative programme which could:

      i. accomodate the children from the neighbourhood in a regular programme

      ii. accomodate the children from the neighbourhood who opt for an alternative programme which is coexistant with the regular one

      iii. bring in other children from other areas and offer them the choices found in i. and ii. also

   (d) Close the school and transfer the pupils to another Lakeshore School Board school or schools.

2. The affected community will be informed of a proposed change in the status of the school (hereafter called The Alternative Utilization Plan), and will not be encouraged to participate in the process of planned change.

3. If a community--after exhaustive efforts to involve it in participating in the planning process--indicates that it does not want to be involved, the planning process will proceed without community participation.

4. The planning process will require the development of certain skills in the area of community relations (i.e., data gathering, interpretation of data, the development of various points-of-view within groups, and, finally, the reaching of a concensus). To this end, appropriate professional help should be made available to them.

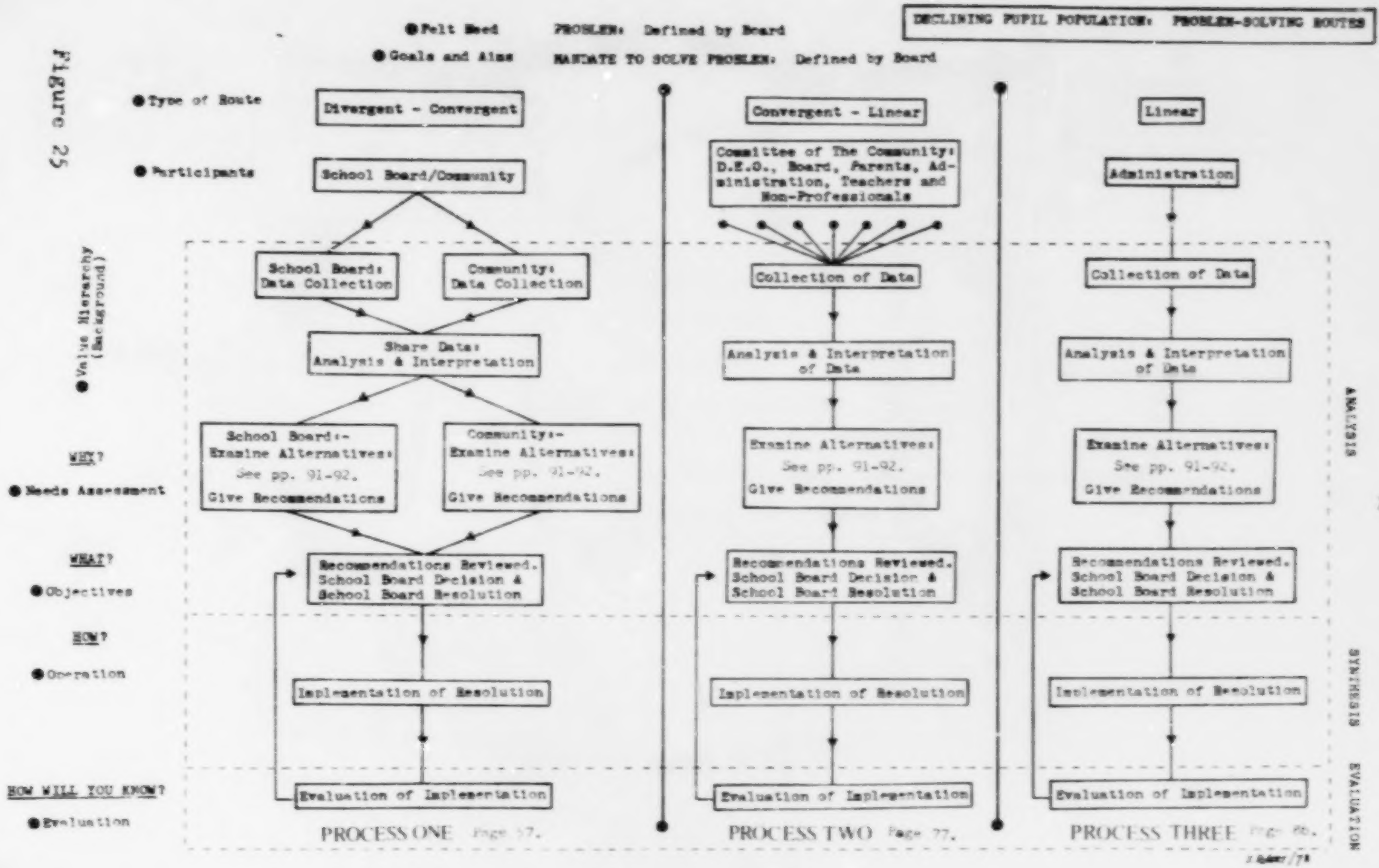
5. The Board will make the decision involving the suggested Alternative Utilization Plans resulting from the consultative process, and in keeping within the Board's responsibilities under Section 224 of the Statutes of Education.

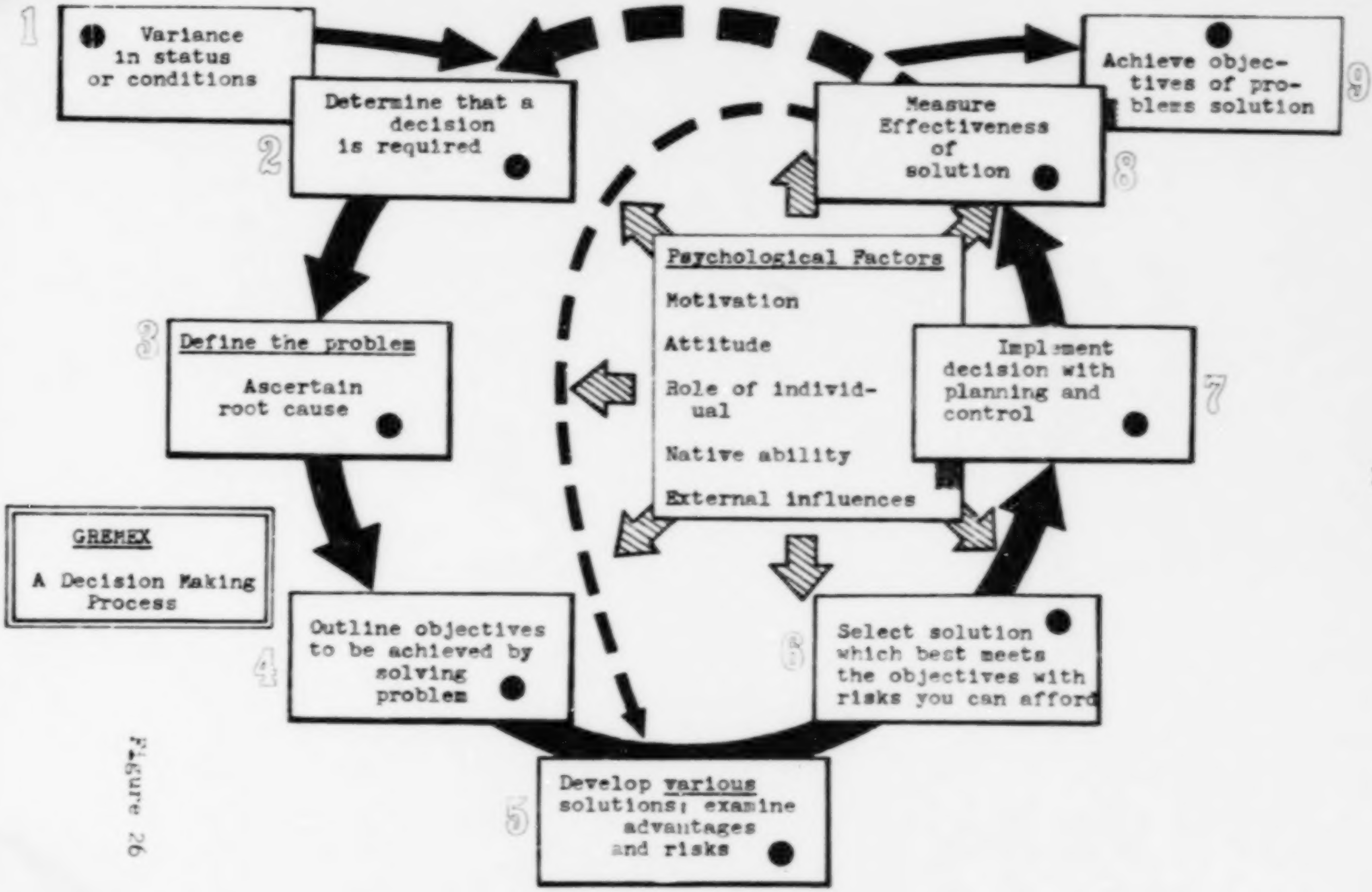
6. If the Board chooses, it will act unilaterally.

CHAPTER II; DECLINING PUPIL POPULATION - PROBLEM-SOLVING ROUTES FOR SUGGESTED PROCESSES ONE, TWO AND THREE AND

GREMEX: A DECISION MAKING PROCESS

Figure 25


DECLINING PUPIL POPULATION: PROBLEM-SOLVING ROUTES
● Felt Need
PROBLEM: Defined by Board
● Goals and Aims
MANDATE TO SOLVE PROBLEM: Defined by Board
● Type of Route
● Participants
● Value Hierarchy (Background)
WHY?
● Needs Assessment
WHAT?
● Objectives
HOW?
● Operation
HOW WILL YOU KNOW?
● Evaluation
Divergent - Convergent
School Board/Community
School Board: Data Collection
Community: Data Collection
Share Data: Analysis & Interpretation
School Board:- Examine Alternatives: See pp. 91-92. Give Recommendations
Community:- Examine Alternatives: See pp. 91-92. Give Recommendations
Recommendations Reviewed. School Board Decision & School Board Resolution
Implementation of Resolution
Evaluation of Implementation
PROCESS ONE Page 57.
Convergent - Linear
Committee of The Community: D.E.O., Board, Parents, Administration, Teachers and Non-Professionals
Collection of Data
Analysis & Interpretation of Data
Examine Alternatives: See pp. 91-92. Give Recommendations
Recommendations Reviewed. School Board Decision & School Board Resolution
Implementation of Resolution
Evaluation of Implementation
PROCESS TWO Page 77.
Linear
Administration
Collection of Data
Analysis & Interpretation of Data
Examine Alternatives: See pp. 91-92. Give Recommendations
Recommendations Reviewed. School Board Decision & School Board Resolution
Implementation of Resolution
Evaluation of Implementation
PROCESS THREE Page 86.
ANALYSIS
SYNTHESIS
EVALUATION



GREMEX

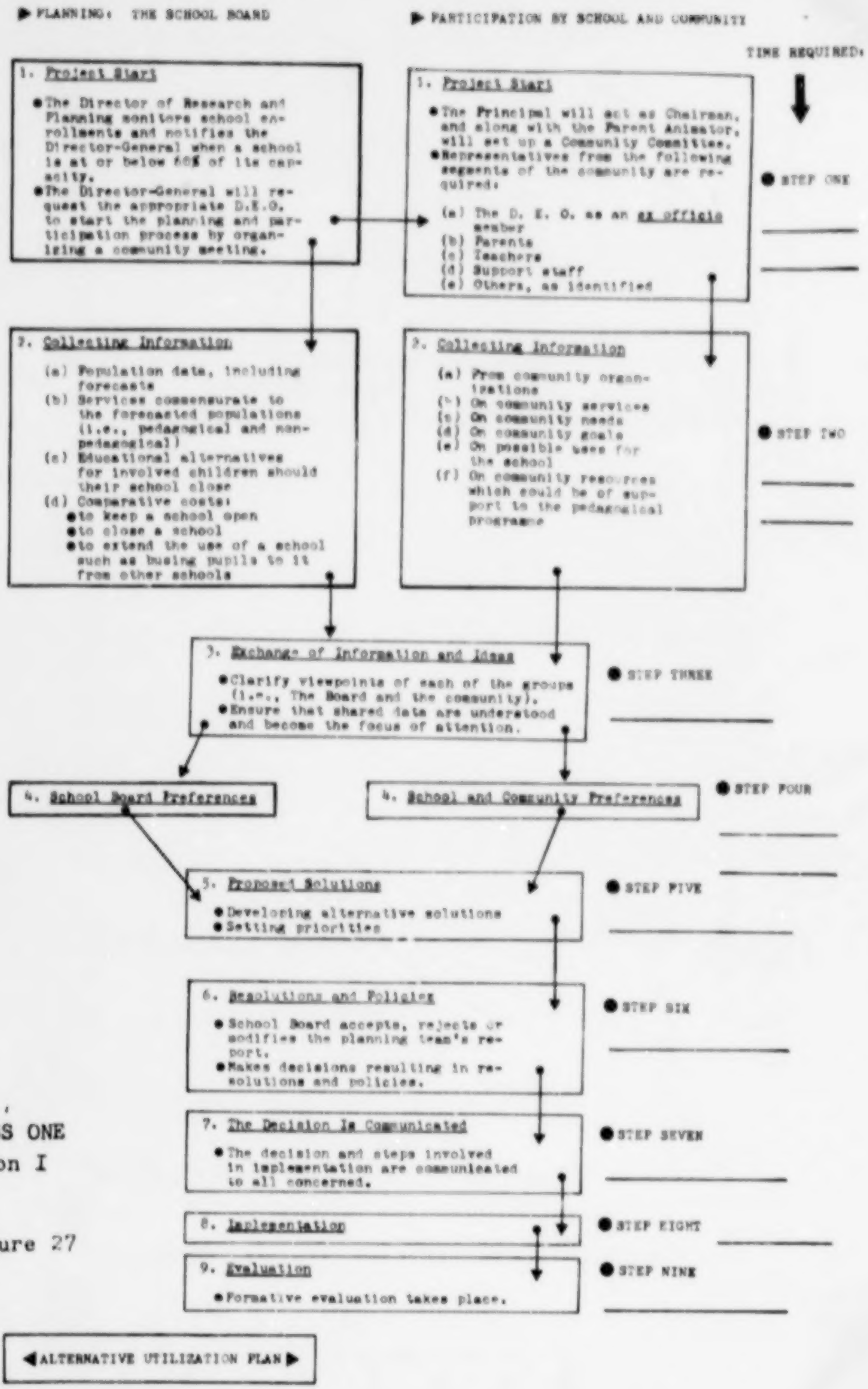
A Decision Making Process

1
Variance in status or conditions
2
Determine that a decision is required
3
Define the problem
Ascertain root cause
4
Outline objectives to be achieved by solving problem
5
Develop various solutions; examine advantages and risks
6
Select solution which best meets the objectives with risks you can afford
7
Implement decision with planning and control
8
Measure Effectiveness of solution
9
Achieve objectives of problems solution
Psychological Factors
Motivation
Attitude
Role of individual
Native ability
External influences

Figure 26

CHAPTER III; THREE SUGGESTED PROCESSES FOR THE ALTERNATIVE UTILIZATION OF SCHOOLS

ALTERNATIVE UTILIZATION OF SCHOOLS: SUGGESTED PROCESS NUMBER ONE



▶ PLANNING: THE SCHOOL BOARD

▶ PARTICIPATION BY SCHOOL AND COMMUNITY

TIME REQUIRED:

1. Project Start

- The Director of Research and Planning monitors school enrollments and notifies the Director-General when a school is at or below 60% of its capacity.
- The Director-General will request the appropriate D.E.O. to start the planning and participation process by organizing a community meeting.

1. Project Start

- The Principal will act as Chairman, and along with the Parent Animator, will set up a Community Committee.
- Representatives from the following segments of the community are required:
  (a) The D. E. O. as an ex officio member
  (b) Parents
  (c) Teachers
  (d) Support staff
  (e) Others, as identified

● STEP ONE

2. Collecting Information

(a) Population data, including forecasts
(b) Services commensurate to the forecasted populations (i.e., pedagogical and non-pedagogical)
(c) Educational alternatives for involved children should their school close
(d) Comparative costs:
- to keep a school open
- to close a school
- to extend the use of a school such as busing pupils to it from other schools

2. Collecting Information

(a) From community organizations
(b) On community services
(c) On community needs
(d) On community goals
(e) On possible uses for the school
(f) On community resources which could be of support to the pedagogical programme

● STEP TWO

3. Exchange of Information and Ideas

- Clarify viewpoints of each of the groups (i.e., The Board and the community).
- Ensure that shared data are understood and become the focus of attention.

● STEP THREE

4. School Board Preferences

4. School and Community Preferences

● STEP FOUR

5. Proposed Solutions

- Developing alternative solutions
- Setting priorities

● STEP FIVE

6. Resolutions and Policies

- School Board accepts, rejects or modifies the planning team's report.
- Makes decisions resulting in resolutions and policies.

● STEP SIX

7. The Decision Is Communicated

- The decision and steps involved in implementation are communicated to all concerned.

● STEP SEVEN

8. Implementation

● STEP EIGHT

9. Evaluation

- Formative evaluation takes place.

● STEP NINE

◀ ALTERNATIVE UTILIZATION PLAN ▶

PROCESS ONE
Section I

Figure 27

●Demographic Projections

(a) **Target School**

Name of School: ____________ OR

Capacity: ____________

(b) **Related School**

Name of School: ____________

Capacity: ____________

NB Lower portion of major block is for Free-Flow entries (e.g. ....) → ● 21

Year	**Special Ed.** (No Free-Flow)	Kinder-**garten**	**Primary**			**Elementary**				**Cycle I**			**Cycle II**		**Real Total**	Ponderated **Total**
			Gd. 1	Gd. 2	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5		
1976			●	●	●	●	●	●	●	●	●	●	●	●	●	
1977			●	●	●	●	●	●	●	●	●	●	●	●	●	
1978			●	●	●	●	●	●	●	●	●	●	●	●	●	
1979			●	●	●	●	●	●	●	●	●	●	●	●	●	
1980			●	●	●	●	●	●	●	●	●	●	●	●	●	
1981			●	●	●	●	●	●	●	●	●	●	●	●	●	
1982			●	●	●	●	●	●	●	●	●	●	●	●	●	
1983			●	●	●	●	●	●	●	●	●	●	●	●	●	
1984			●	●	●	●	●	●	●	●	●	●	●	●	●	
1985			●	●	●	●	●	●	●	●	●	●	●	●	●	

ALTERNATIVE UTILIZATION PLAN

● Include Free-Flow (FF) in the regular totals; enter as instructed in upper right corner.

● The **Formula** used to achieve a ponderated total is as follows:

Ponderated Total = $\frac{\text{Kindergarten}}{2}$ + 2(Sp. Ed.) + Regular Pupils

PROCESS ONE

Figure 28

2. Projected residential development over the next ten year period within the target school's community.

3. Projected industrial development within the community.

4. Projected trends of the population into and out of the community.

5. Population Forecast of ____________________ School.

Forecast		Rationale
1978		
1980		
1981		
1985		

6. Conclusions

(a) School Board

(b) Community

Section II

PEDAGOGICAL PROGRAMME

(Data to be provided largely from the School Board and School Staff).

1. In what way will enrollment changes affect or influence the pedagogical programme? (e.g. Split classes, specialists etc.)

2. In what way will enrollment changes affect or influence school services? (e.g. Secretarial, caretaker, consultants etc.)

3. Conclusion

(a) School Board

(b) Community

Section III

SOCIAL CONSIDERATIONS

(Data to be provided largely by the community).

1. In what manner does this school play a unique role in the social life of the student? (i.e. Unique in the sense that the school or community has special or unusual characteristics which may affect the students' outlook).

2. In what manner does the school provide special social resources in the community?

3. What community needs could the school serve now and in the future?

4. Conclusions

   a) Community

   b) School Board

Section IV

FINANCIAL CONSIDERATIONS

(Data to be provided largely by the School Board).

1. In what ways will the operation budgets be affected by pupil enrollment forecasts?

a) ...the pedagogical programme?

b) ...the support services (i.e., secretarial, librarian)?

c) ...the maintenance services
(i.e., cleaning, maintainance, heating, lighting etc.)?

d) ...food services and transportation?

2. In what ways will the capital budget be affected by pupil enrollment forecasts?

a) ...the pedagogical programme (facilities, furniture, A.V. equipment)?

b) ...school building and grounds?

3. Conclusions.

a) School Board

b) Community

Section V (A)

School Board Solutions for Alternative School Utilization

Paragraphs 1, 2, 3, 4 and priorities to be completed by the School Board.

1. To continue to operate the school.

a) Reasons for:

b) Reasons against:

2. To continue to operate the school along with others who utilize the school building.

a) Reasons for:

b) Reasons against:

c) List modifications required to either programme or facility:

3. To allocate the school for an alternative programme which could or could not include children from its community.

a) Reasons for:

b) Reasons against:

c) List modifications required to programme or facility:

4. To close the school and transfer the students to other schools.

a) Reasons for:

b) Reasons against:

c) Specify the other schools:

PRIORITIES: (derived from Section 5A)

a) School Board. (arrange in order of priority)

Priority 1: ☐

Priority 2: ☐

Priority 3: ☐

Priority 4: ☐

Section V (B)

Community

Paragraphs 1, 2, 3, 4 and priorities to be completed by the community.

1. To continue to operate the school.

a) Reasons for:

b) Reasons against:

2. To continue to operate the school along with others who utilize the school building.

a) Reasons for:

b) Reasons against:

c) List modifications required to either programme or facility:

3. To allocate the school for an alternative program which could or could not include children from its community.

a) Reasons for:

b) Reasons against:

c) List modifications required to the program or to the facility:

4. To close the school and transfer the students to other schools.

a) Reasons for:

b) Reasons against:

c) Specify the other schools:

PRIORITIES. (Derived from Section 5B)

a) Community (arrange in order).

Priority 1: ☐

Priority 2: ☐

Priority 3: ☐

Priority 4: ☐

Section Vl

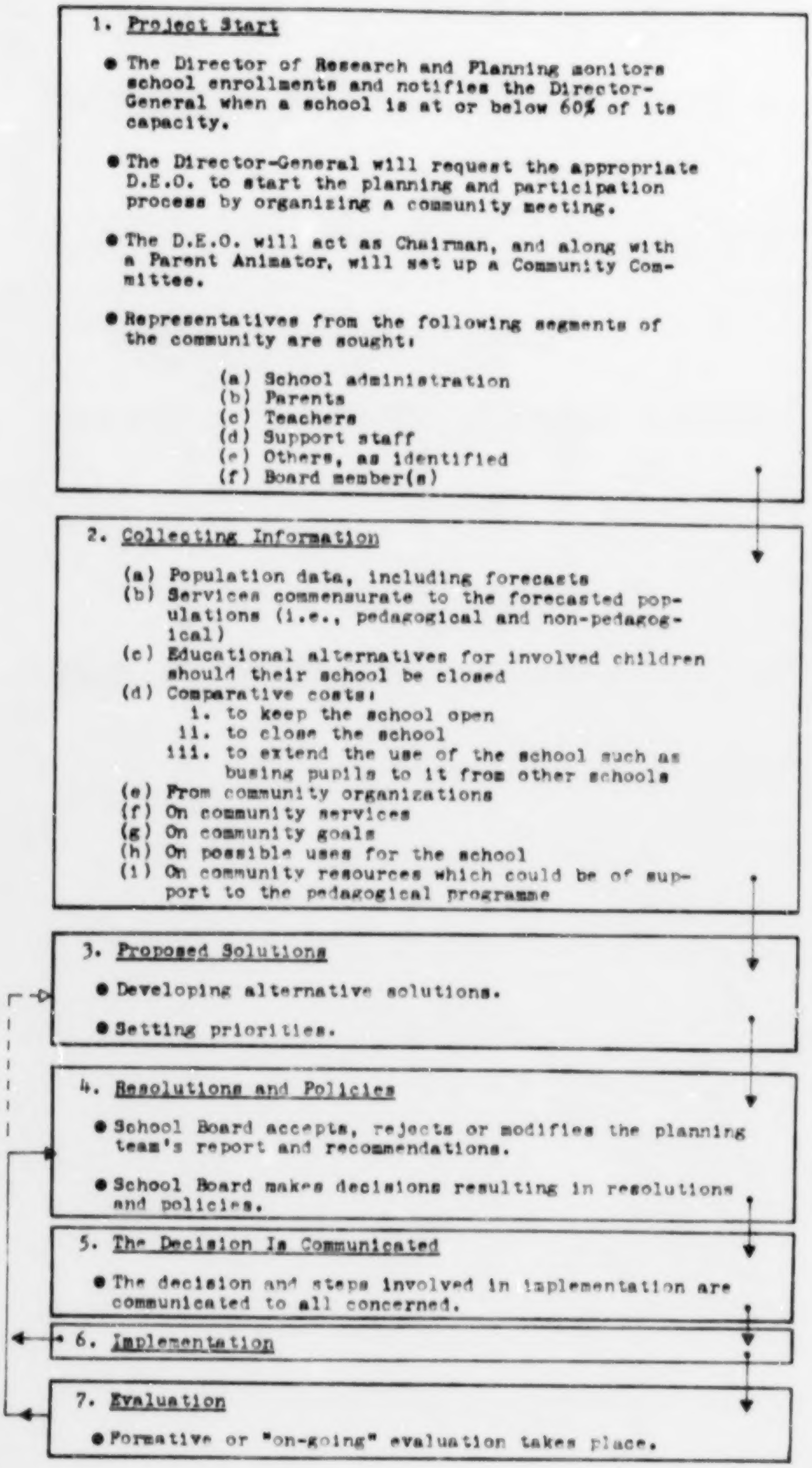
Future of the School.

1. **School Board Decision and Resolution.**

2. Follow-up Proposals.

ALTERNATIVE UTILIZATION OF SCHOOLS: SUGGESTED PROCESS NUMBER TWO

PROCESS TWO



1. **Project Start**

- The Director of Research and Planning monitors school enrollments and notifies the Director-General when a school is at or below 60% of its capacity.
- The Director-General will request the appropriate D.E.O. to start the planning and participation process by organizing a community meeting.
- The D.E.O. will act as Chairman, and along with a Parent Animator, will set up a Community Committee.
- Representatives from the following segments of the community are sought:
  - (a) School administration
  - (b) Parents
  - (c) Teachers
  - (d) Support staff
  - (e) Others, as identified
  - (f) Board member(s)

2. **Collecting Information**

- (a) Population data, including forecasts
- (b) Services commensurate to the forecasted populations (i.e., pedagogical and non-pedagogical)
- (c) Educational alternatives for involved children should their school be closed
- (d) Comparative costs:
  - i. to keep the school open
  - ii. to close the school
  - iii. to extend the use of the school such as busing pupils to it from other schools
- (e) From community organizations
- (f) On community services
- (g) On community goals
- (h) On possible uses for the school
- (i) On community resources which could be of support to the pedagogical programme

3. **Proposed Solutions**

- Developing alternative solutions.
- Setting priorities.

4. **Resolutions and Policies**

- School Board accepts, rejects or modifies the planning team's report and recommendations.
- School Board makes decisions resulting in resolutions and policies.

5. **The Decision Is Communicated**

- The decision and steps involved in implementation are communicated to all concerned.

6. **Implementation**

7. **Evaluation**

- Formative or "on-going" evaluation takes place.

Figure 29

● Demographic Projections

(a) **Target School**

Name of School: ____________

Capacity: ____________

OR

(b) **Related School**

Name of School: ____________

Capacity: ____________

NB Lower portion of major block is for Free-Flow entries (e.g. ....) → ● 21

Year	**Special Ed.** (No Free-Flow)	**Kindergarten**	**Primary** Gd. 1	Gd. 2	Gd. 3	**Elementary** Gd. 4	Gd. 5	Gd. 6	Gd. 7	**Cycle I** Sec. 1	Sec. 2	Sec. 3	**Cycle II** Sec. 4	Sec. 5	**Real Total**	**Ponderated Total**
1976			●	●	●	●	●	●	●	●	●	●	●	●	●	
1977			●	●	●	●	●	●	●	●	●	●	●	●	●	
1978			●	●	●	●	●	●	●	●	●	●	●	●	●	
1979			●	●	●	●	●	●	●	●	●	●	●	●	●	
1980			●	●	●	●	●	●	●	●	●	●	●	●	●	
1981			●	●	●	●	●	●	●	●	●	●	●	●	●	
1982			●	●	●	●	●	●	●	●	●	●	●	●	●	
1983			●	●	●	●	●	●	●	●	●	●	●	●	●	
1984			●	●	●	●	●	●	●	●	●	●	●	●	●	
1985			●	●	●	●	●	●	●	●	●	●	●	●	●	

ALTERNATIVE UTILIZATION PLAN

● Include Free-Flow (FF) in the regular totals: enter as instructed in upper right corner.

● The Formula used to achieve a ponderated total is as follows:

Ponderated Total = $\frac{\text{Kindergarten}}{2}$ + 2(Sp. Ed.) + Regular Pupils

Figure 30

PROCESS TWO

POSSIBLE PROCESS TWO●

A PROCEDURE TO STUDY THE POPULATION TREND AND RELATED DATA FOR CERTAIN ELEMENTARY SCHOOLS, AND TO CONSIDER AN ALTERNATIVE UTILIZATION PLAN.

____
Name of School

● To be completed by a task force made up of representatives of parents, teachers and administrators.

1. GROWTH TRENDS:

a) What was the October enrollment (do not include special education in any enrollment reporting) for the following school years?

		Regular Pupils	Free Flow Pupils	Sp. Ed. Pupils	Total
(1975-76)	Sept. 30, 1975				
(1976-77)	Sept. 30, 1976				
(1977-78)	Sept. 30, 1977				

b) What is the present enrollment? (________) as of (________)?
number date

c) What is the projected enrollment for the year? (Sept.30,19__) ________

d) What is the actual increase or decrease in enrollment from 1975-76 (Sept.1975) to the present? (________) as of (________)
number date

e) Please list the significant reasons why there has been an increase or decrease in enrollment.

____

____

____

____

11 PROXIMITY AND AVAILABILITY OF ROOMS AT NEARBY SCHOOLS:

a) If your school were to be closed, to what school could the children be sent?

____

____

b) How many classrooms are available at the receiving school?

____

____

c) Would it be feasible to place portables at the receiving school?

Yes ☐ No ☐ How many? __________

d) If your school were closed, what would be the projected enrollment at the receiving school or schools for the next school year?

____

	Receiving School: Current Year	Receiving School: Next Year	Capacity of Receiving School
Target School	____________ ____________	____________ ____________	____________ ____________
Related School	____________ ____________	____________ ____________	____________ ____________
Related School	____________ ____________	____________ ____________	____________ ____________

e) How adequate are the multipurpose rooms and other services at the receiving school? (Please specify types of rooms).

Comments: ____

____

____

____

111 ETHNIC BALANCE:

a) What is the ethnic-religious-linguistic composition of this school? (Express, if possible, using numbers).

____

____

____

____

b) What is the ethnic-religious-linguistic composition of the receiving school? (Express, if possible, using numbers).

____

____

____

____

c) Will the combined enrollment of the schools being considered in this possible transfer of students contribute adversely to ethnic imbalance?

Yes ☐ No ☐ How? ________________

d) Other factors to be considered: ____________________

____

____

IV TRANSPORTATION:

a) Is it feasible for the children to walk to the new receiving school?

Yes ☐ No ☐

Comments: ________________________________

____

____

b) Will crossing guards be needed? Yes ☐ No ☐

How many? ____________ ←

c) What is the distance in miles (to the nearest tenth of a mile) to the receiving school? ______________

d) How many children will need to be transported to the receiving school?

No. of pupils being trasported ________ Total cost _______ Per capita cost ________

____

e) Other factors to be considered.

Comments: ____

____

____

V SAFETY

a) If the children were to walk to the new receiving school, list dangerous safety factors which need to be considered.

____

____

____

b) Other safety factors to be considered.

____

VI SPECIAL EDUCATION CLASSES

a) Are there any special education classes housed at this school?

Yes ____ No ____ How Many? ______ Kind? ____________________

b) Are there any special education classes housed at the receiving school?

Yes ____ No ____ How Many? ______ Kind? ____________________

c) Where could these special classes be moved if necessary?

Comments: ____

____

____

d) Other factors to be conside

____

____

VII DISPOSITION OF CLOSED SCHOOLS.

a) What is the age of this school? ____________

b) How functional is the building and other facilities?

Comments: ______________________________

____

____

c) Do you have any suggestions on how this school could be used if we were to close it?

Comments: ______________________________

____

____

d) Other factors to be considered: ______________________________

____

____

VIII TOTAL TRANSFERABLE FIXED COSTS PER CAPITA (based on capacity).

a) Heating
b) Illumination
c) Telephone
d) Maintenance services
e) Maintenance supplies
f) Non-professional salaries

} ______________

IX COMMUNITY REACTION:

a) What do you consider would be the community reaction to closing this school?

Comments: ______________________________

____

____

____

X PROBABLE FINANCIAL SAVINGS:

a) Salaries of non-teaching personnel ______________

b) Heating, Illumination, Telephone

c) Maintenance Services ____________________

d) Maintenance Supplies

e) Transportation - would there be savings or increased costs?

Comments: ____

____

____

____

f) Other factors to be considered in financial savings:

____

____

____

____

____

____

____

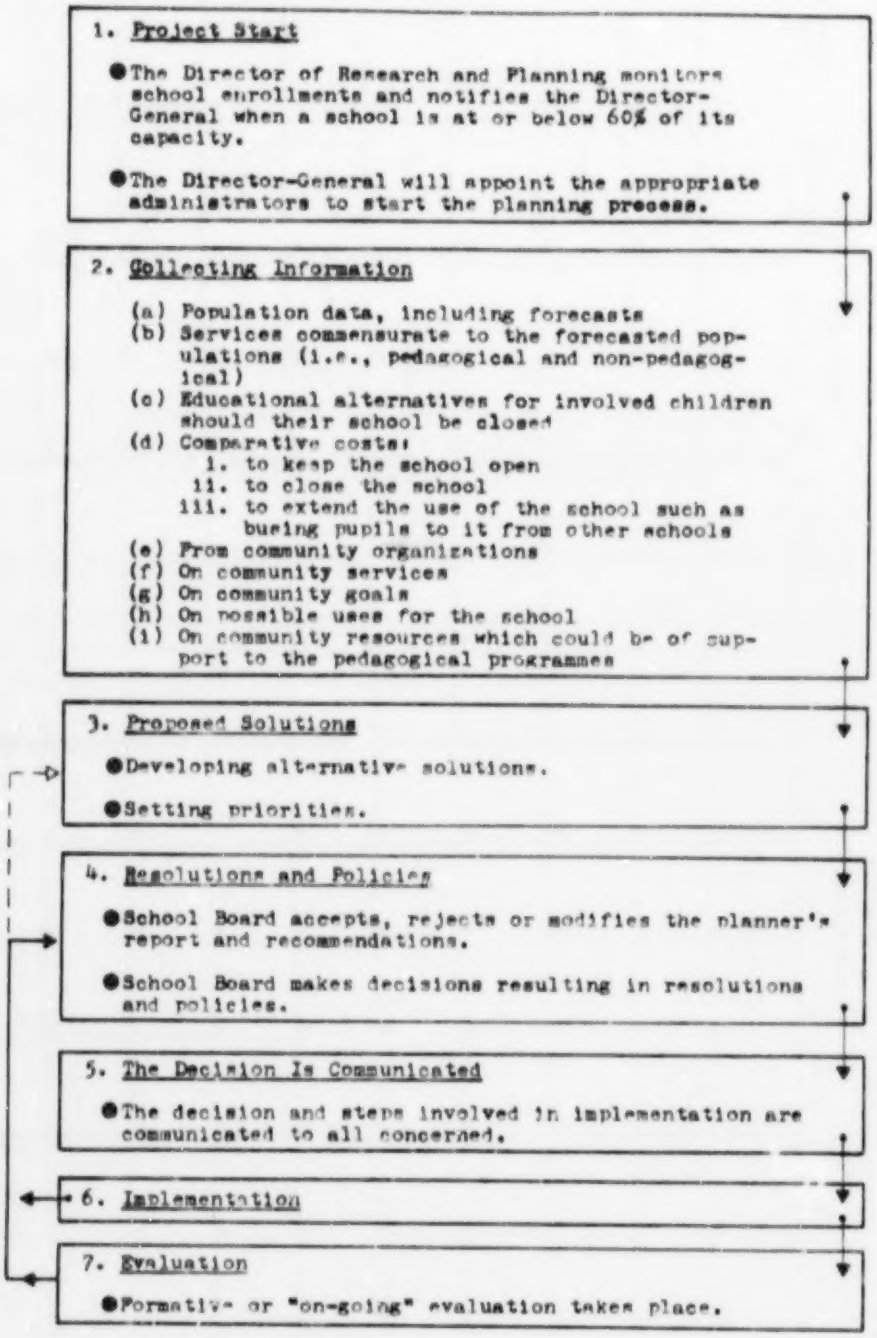
____

____

____

ALTERNATIVE UTILIZATION OF SCHOOLS: SUGGESTED PROCESS NUMBER THREE

PROCESS THREE



1. **Project Start**

- The Director of Research and Planning monitors school enrollments and notifies the Director-General when a school is at or below 60% of its capacity.
- The Director-General will appoint the appropriate administrators to start the planning process.

2. **Collecting Information**

(a) Population data, including forecasts
(b) Services commensurate to the forecasted populations (i.e., pedagogical and non-pedagogical)
(c) Educational alternatives for involved children should their school be closed
(d) Comparative costs:
  i. to keep the school open
  ii. to close the school
  iii. to extend the use of the school such as busing pupils to it from other schools
(e) From community organizations
(f) On community services
(g) On community goals
(h) On possible uses for the school
(i) On community resources which could be of support to the pedagogical programmes

3. **Proposed Solutions**

- Developing alternative solutions.
- Setting priorities.

4. **Resolutions and Policies**

- School Board accepts, rejects or modifies the planner's report and recommendations.
- School Board makes decisions resulting in resolutions and policies.

5. **The Decision Is Communicated**

- The decision and steps involved in implementation are communicated to all concerned.

6. **Implementation**

7. **Evaluation**

- Formative or "on-going" evaluation takes place.

Figure 31

● Demographic Projections

(a) **Target School**

Name of School: ____________

Capacity: ____________

OR

(b) **Related School**

Name of School: ____________

Capacity: ____________

NB Lower portion of major block is for Free-Flow entries (e.g. ....) → ● 21

Year	Special Ed. (No Free-Flow)	Kindergarten	Primary			Elementary				Cycle I			Cycle II		Real Total	Ponderated Total
			Gd. 1	Gd. 2	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5		
1976			●	●	●	●	●	●	●	●	●	●	●	●	●	
1977			●	●	●	●	●	●	●	●	●	●	●	●	●	
1978			●	●	●	●	●	●	●	●	●	●	●	●	●	
1979			●	●	●	●	●	●	●	●	●	●	●	●	●	
1980			●	●	●	●	●	●	●	●	●	●	●	●	●	
1981			●	●	●	●	●	●	●	●	●	●	●	●	●	
1982			●	●	●	●	●	●	●	●	●	●	●	●	●	
1983			●	●	●	●	●	●	●	●	●	●	●	●	●	
1984			●	●	●	●	●	●	●	●	●	●	●	●	●	
1985			●	●	●	●	●	●	●	●	●	●	●	●	●	

ALTERNATIVE UTILIZATION PLAN

● Include Free-Flow (FF) in the regular totals; enter as instructed in upper right corner.

● The **Formula** used to achieve a **ponderated total** is as follows:

$$\text{Ponderated Total} = \frac{\text{Kindergarten}}{2} + 2(\text{Sp. Ed.}) + \text{Regular Pupils}$$

PROCESS THREE

Figure 32

POSSIBLE PROCESS THREE:

A PROCEDURE TO STUDY THE POPULATION TREND AND RELATED DATA FOR CERTAIN ELEMENTARY SCHOOLS, AND TO CONSIDER AN ALTERNATIVE UTILIZATION PLAN.

In order to satisfy the need for the detailed analysis of the problem (i.e., declining pupil populations) involving a school (or schools) under Process Three, it is recommended that the same documentation followed in Process Two (pp. 80-85) be used.

CHAPTER IV; ALTERNATIVE ROUTES FOR SCHOOL UTILIZATION:

FIVE MODELS

ALTERNATIVE PATHS FOR SCHOOL UTILIZATION

A Equable Distribution of Pupils

Pupils are allocated to various schools on an equable basis so that there exists a "two-track" factor on each level or each age grouping. If possible, more than "two-tracks" would be a more viable target.

B Status Quo (Modified)

Neighbourhood schools remain essentially the same, but some would have to close because evidence points to the fact that they--in time--would not house sufficient numbers of pupils to maintain viable educational programmes or pay for needed pedagogical services.

C Pedagogical Approach

Each school would develop its own teaching/learning programme in response to the curriculum as defined by the Department and the School Board.
It is assumed that this Process would result in a spectrum of pedagogical alternatives.
Certain schools may have to close if large numbers of parents opt for specific programmes to the exclusion of others.

D Campus Concept - A (Closed Boundaries)

The Board territory would be devided into X Sectors, and within each sector there would be a cluster of facilities which would include the following:

1. A High School - Senior High
2. A Large Elementary School - Junior High
3. Two or more Elementary Schools - Middle Schools
4. Two or more Elementary Schools - Primary Schools
5. Two or more Elementary Schools - Kindergarten and Pre-Kindergarten Schools

The facilities would be chosen on the basis of clustered geographic proximity.

Each sector would be incorporated and on the basis of a universal per capita grant for pupils, would be responsible for its own:

1. Programme
2. Facilities
3. Budget
4. Staffing
5. Transportation
6. Professional development
7. School/Parent relationships
8. Etc.

E Campus Concept - B (Open Boundaries)

The Board territory would be divided into X Sectors, and within each sector there would be a cluster of facilities which would include the following:

1. A High School - Senior High
2. A Large Elementary School - Junior High
3. Two or more Elementary Schools - Middle Schools
4. Two or more Elementary Schools - Primary Schools
5. Two or more Elementary Schools - Kindergarten and Pre-Kindergarten Schools

The facilities would be chosen on the basis of clustered geographic proximity.

Each sector would be incorporated, and on the basis of a universal per capita grant for pupils, would be responsible for its own:

1. Programme
2. Facilities
3. Budget
4. Staffing
5. Transportation
6. Professional development
7. School/Parent relationships
8. Etc.

- Before this option can be implemented, a sector must experience Campus Concept A for at least two years in order to have time to establish its programme.

ALTERNATIVE PATHS FOR SCHOOL UTILIZATION (See opposite page for descriptions)

←

Figure 33

● - Indicates commitment, emphasis or distinct trend. This does not mean total exclusion where the symbol is not entered. The grid deals with concepts, not details.

	A Equable Distribution of Pupils	B Status Quo (Modified)	C Pedagogical Approach	D Campus Concept - A (Closed Boundaries)	E Campus Concept - B (Open Boundaries)
● Boundaries:					
Open			●		●
Closed	●	●		●	
● Insular	●	●	●		
Linked			●	●	●
● Vertical Integration of Programme	●	●	●	●	●
Horizontal Integration of Programme				●	●
● Placement of Pupils:					
Assigned (Involuntary)	●	●		●	
Based upon Programme (Voluntary)			●		●
Parental Choice			●		●
● Pupil Placement:					
Heterogeneous	●	●		●	
Homogeneous			●		●
● Staffing:					
Heterogeneous	●	●		●	
Homogeneous	●	●	●		●
● Staffing:					
Placed by Administration	●	●		●	
Teacher's Choice			●		●
● Teaching/Learning Styles:					
Heterogeneous	●	●			
Homogeneous			●	●	●
● Lends Itself to Several Pedagogical Alternatives	●	●	●	●	●
● Bussing Patterns:					
Decreased				●	
Essentially The Same	●	●		●	●
Increased		●	●		●

An instrument which allows for the detailed development of various options exists. It is recommended that a paper model be created through consultation before an alternative is implemented.

Mr. Malboeuf
Curriculum

Net Enrollment: December, 1977

Schools	Kindergarten	One	Two	Three	Four	Five	Six	Seven	Sp. Ed.	Total	Percent of Capacity
Allancroft (636)	54	65	84	93	73	90	75			534	84.0%
Beacon Hill (524)	44	41	47	50	44	51	49	45	5	376	71.8%
Beaconsfield (442)	13	21	24	28	7	22	41	14	12	182	41.2%
Briarwood (472)	42	39	34	34	51	36	50	53		339	71.8%
Cedar Park (674)	41	55	46	55	41	47	58		24	367	54.5%
Christmas Park (674)	29	46	44	50	71	69	59	69	10	447	66.3%
Dorion Gdns. (404)	18	17	25	15	50	46	18	31		220	54.5%
Dorset (504)	39	42	36	30	24	34	56	70	18	349	69.2%
Edgewater (494)	33	28	25	23	42	38	42	35		266	53.8%
Greendale (664)	63	51	66	71	69	57	67			444	66.9%
Hudson Elementary (250)					40	50	91			181	72.4%
Lakeside (702)	65	78	78	70	78	76	83			528	75.2%
Mt. Pleasant (322)	64	85	79	74						302	93.8%
Northview (704)	55	65	67	57	72	59	95		34	504	71.6%
Oak Ridge (442)	24	20	22	41	39	34	23	20	21	244	55.2%
Seigniory (674)	68	83	76	84	69	76	79			535	79.4%
Spring Gdns. (440)	67	87	86	67	49	46	36			438	99.5%
Sunnydale (950)	113	144	101	121	85	88	134		27	813	85.6%
Thorndale (704)	59	69	74	74	60	64	80		45	525	74.6%
Valois Park (614)	49	49	55	52	61	59	62		26	413	67.3%
Vivian Graham (494)	29	38	31	29	22	18	22	27	25	241	48.9%
Windermere (564)	54	58	51	70	77	75	66			451	80.0%
Percent	8.3%	9.6%	9.3%	9.6%	9.1%	9.2%	10.4%	2.9%	2.0%		70.4%
Totals	1 023	1 181	1 151	1 188	1 124	1 135	1 266	364	247	8 699	

Capacity given in brackets

Total Capacity = 12 348 Pupils

Net Enrollment: January, 1978

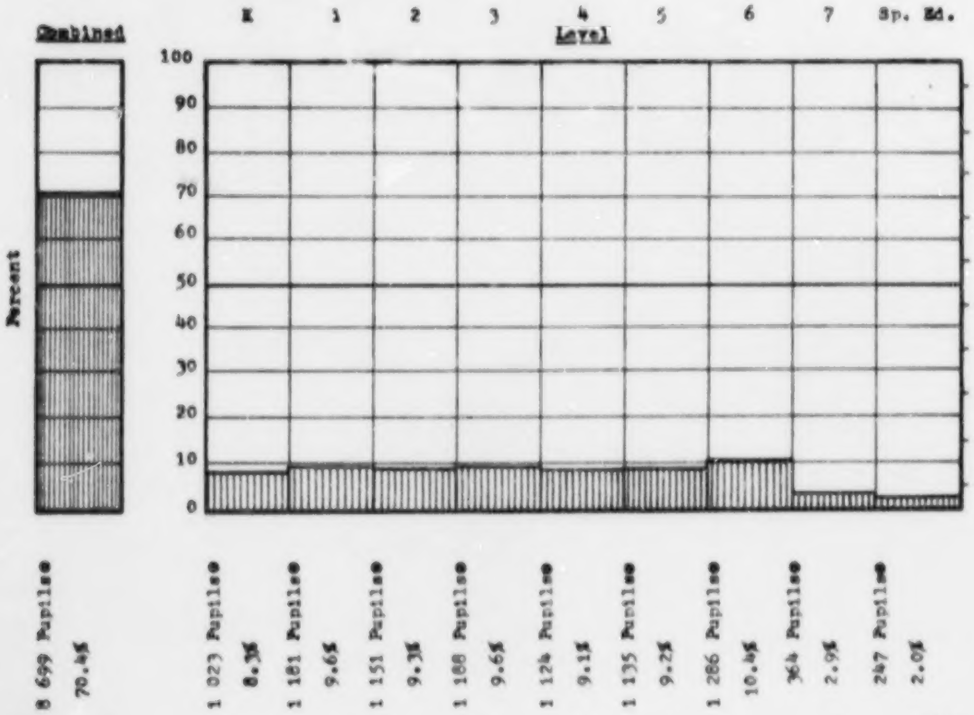
Schools	Kindergarten	One	Two	Three	Four	Five	Six	Seven	Sp. Ed.	Total	Percent of Capacity
Allancroft (636)	57	68	86	96	72	93	76			548 ✓	86.2%
Beacon Hill (524)	44	41	47	51	43	52	48	45	5	376	71.8%
Beaconsfield (442)	13	21	24	26	5	22	40	14	12	177	40.0%
Briarwood (472)	40	40	34	34	51	36	49	53		337	71.4%
Cedar Park (674)	39	54	45	55	39	46	58		24	360	53.4%
Christmas Park (674)	30	45	45	49	72	69	60	67	9	446	66.2%
Dorion Gdns. (404)	18	17	24	15	50	45	18	31		218	54.0%
Dorset (504)	38	37	36	29	23	33	54	69	17	336	66.7%
Edgewater (494)	34	29	26	23	42	38	42	35		269	54.5%
Greendale (664)	63	51	66	71	70	58	66			445	67.0%
Hudson Elementary (250)					40	50	92			182	72.8%
Lakeside (702)	63	77	78	70	77	77	86			528 ✓	75.2%
Mt. Pleasant (322)	65	85	79	75						304	94.4%
Northview (704)	56	64	68	58	74	59	95		34	508	72.2%
Oak Ridge (442)	25	20	22	41	39	36	23	22	21	249	56.3%
Seigniory (674)	66	84	72	81	70	77	79			529 ✓	78.5%
Spring Gdns. (440)	69	87	86	67	49	46	37			441	100.2%
Sunnydale (950)	116	145	102	121	86	88	133		26	817 ✓	86.0%
Thorndale (704)	59	70	75	73	60	67	78		46	528	75.0%
Valois Pk. (614)	49	49	55	52	61	58	63		26	413	67.3%
Vivian Graham (494)	29	38	30	29	22	18	22	27	26	241	43.3%
Windermere (564)	54	58	52	70	77	76	66			453	80.3%
Percent	8.3%	9.6%	9.3%	9.6%	9.1%	9.3%	10.4%	2.9%	2.0%		70.5%
Totals	1 027	1 180	1 152	1 186	1 122	1 144	1 285	363	264	8 705	

Capacity given in brackets

Total Capacity = 12 348 Pupils

Elementary Schools: Net Enrollment N = 12 348 Pupils = 100% = Capacity

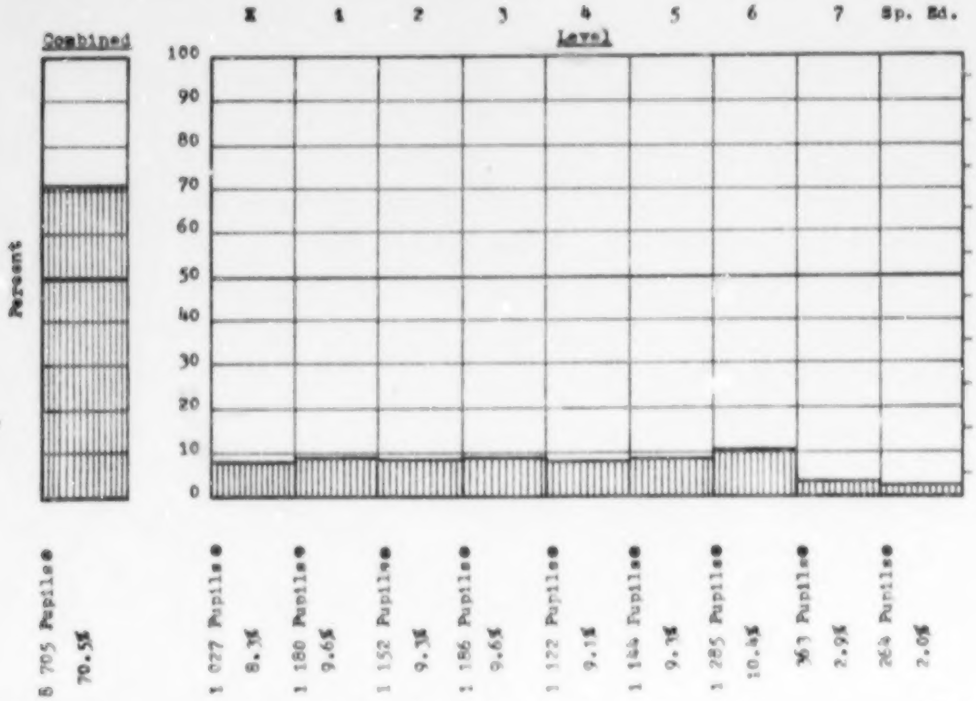
Net Enrollment for The Month of December, 1977



●→ Soulanges 1 3 2 3 4 1 4 2 Total = 20

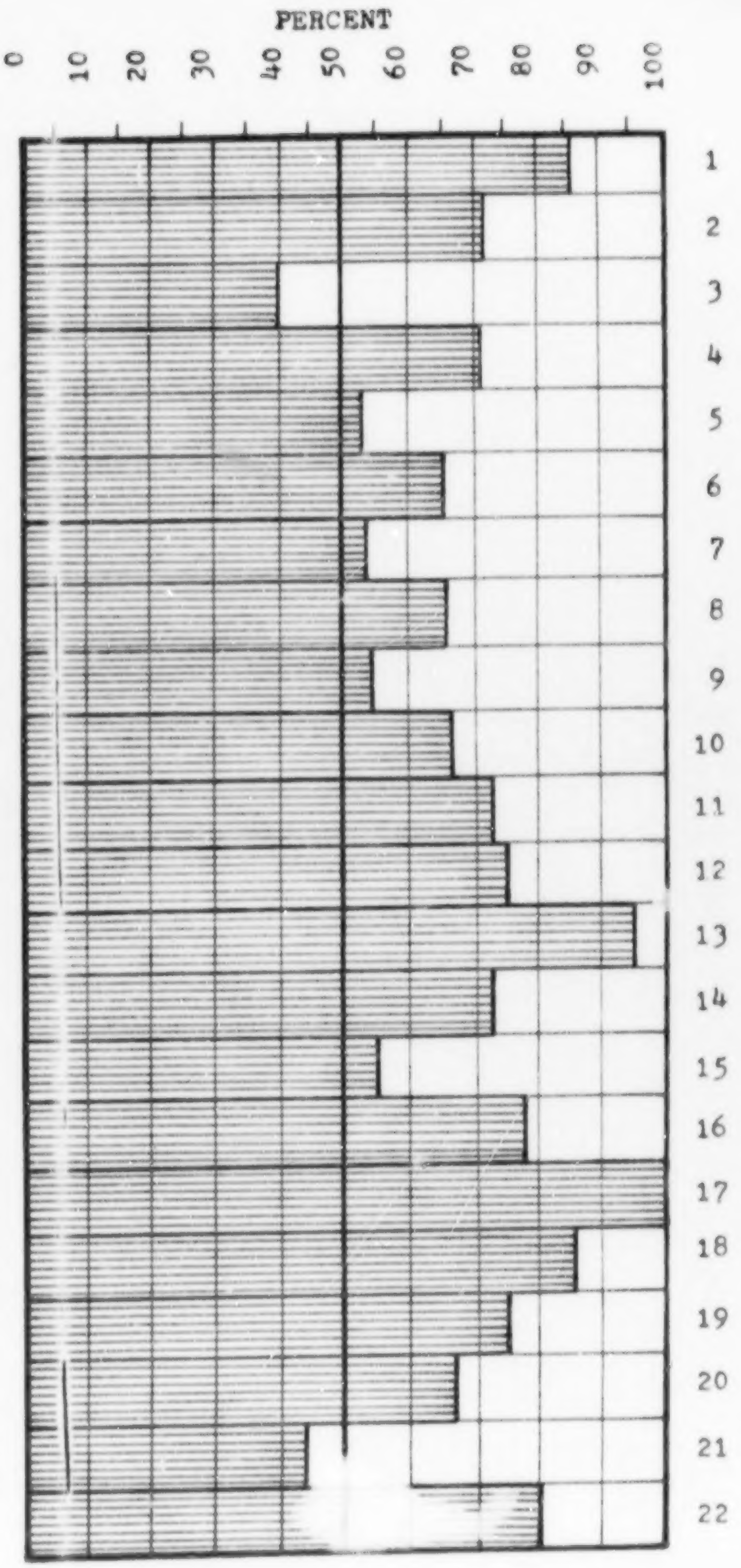
Elementary Schools: Net Enrollment N = 12 348 Pupils = 100% = Capacity

Net Enrollment for The Month of January, 1978



●→ Soulanges 1 3 2 3 3 1 4 2 Total = 19

SCHOOL	CAPACITY	ENROLLMENT	PERCENT
Allancroft	636	548	86.2%
Beacon Hill	524	376	71.8%
Beaconsfield	442	177	40.0%
Briarwood	472	337	71.4%
Cedar Park	674	360	53.4%
Christmas Park	674	446	66.2%
Dorion Gardens	404	218	54.0%
Dorset	504	336	66.7%
Edgewater	494	269	54.5%
Greendale	664	445	67.0%
Hudson Elementary	250	182	72.8%
Lakeside Heights	702	528	75.2%
Mount Pleasant	322	304	94.4%
Northview	704	508	72.2%
Oak Ridge	442	249	56.3%
Seigniory	674	529	78.5%
Spring Garden	440	441	100.2%
Sunnydale	950	817	86.0%
Thorndale	704	528	75.0%
Valois Park	614	413	67.3%
Vivian Graham	494	241	43.3%
Windermere	564	453	80.3%

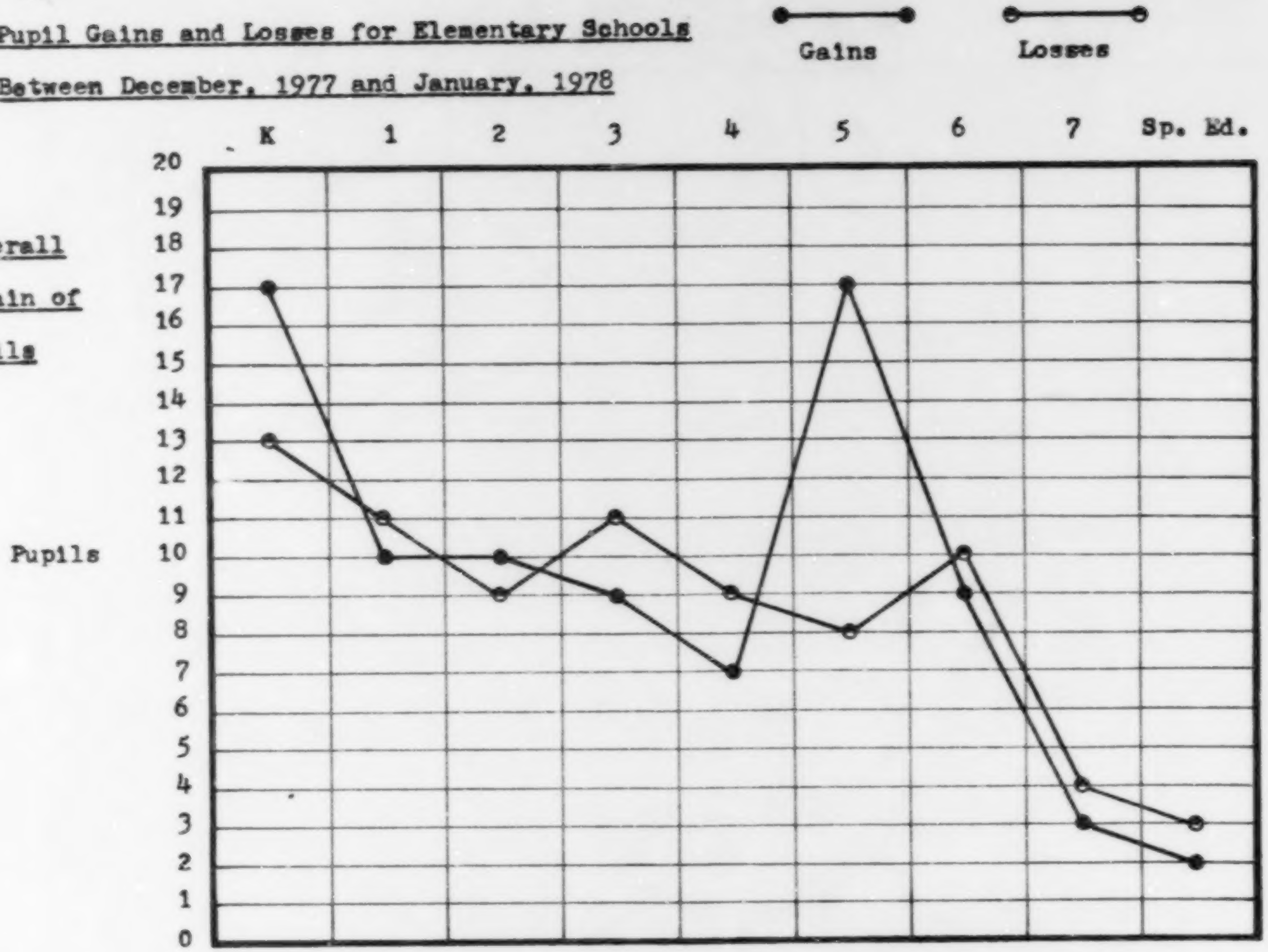


ITEM(S): Net Enrollment, January, 1978

Compared to Capacity

Pupil Gains and Losses for Elementary Schools
Between December, 1977 and January, 1978

An overall net gain of 6 pupils



● **Gains**	17	10	10	9	7	17	9	3	2	Total = 84
◓ **Losses**	13	11	9	11	9	8	10	4	3	Total = 78
● **Net Gain**	4		1			9				Total = 14
◓ **Net Loss**		1		2	2		1	1	1	Total = 8

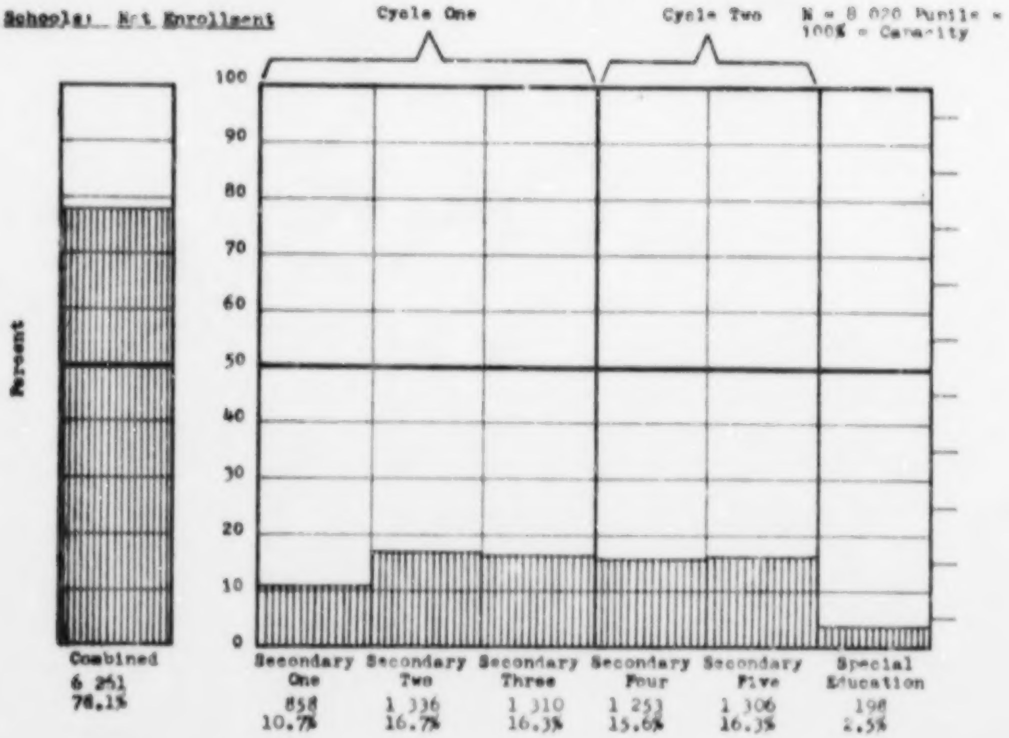
High Schools: Enrollment for December, 1977

	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sp. Ed.		
Hudson High (440)	101	73	96	58	83		411	93.4%
Macdonald (1 270)		240	247	230	225		942	74.2%
Beaconsfield (1 970)	144	357	298	323	360	55	1 537	78.0%
John Rennie (2 380)	313	378	384	388	365	66	1 894	79.6%
Lindsay Place (1 960)	300	288	285	254	273	77	1 477	75.4%
Totals (8 020)	858	1336	1310	1253	1306	198	6 261	
Percent	10.7	16.7	16.3	15.6	16.3	2.5		78.1%

High Schools: Enrollment for January, 1978

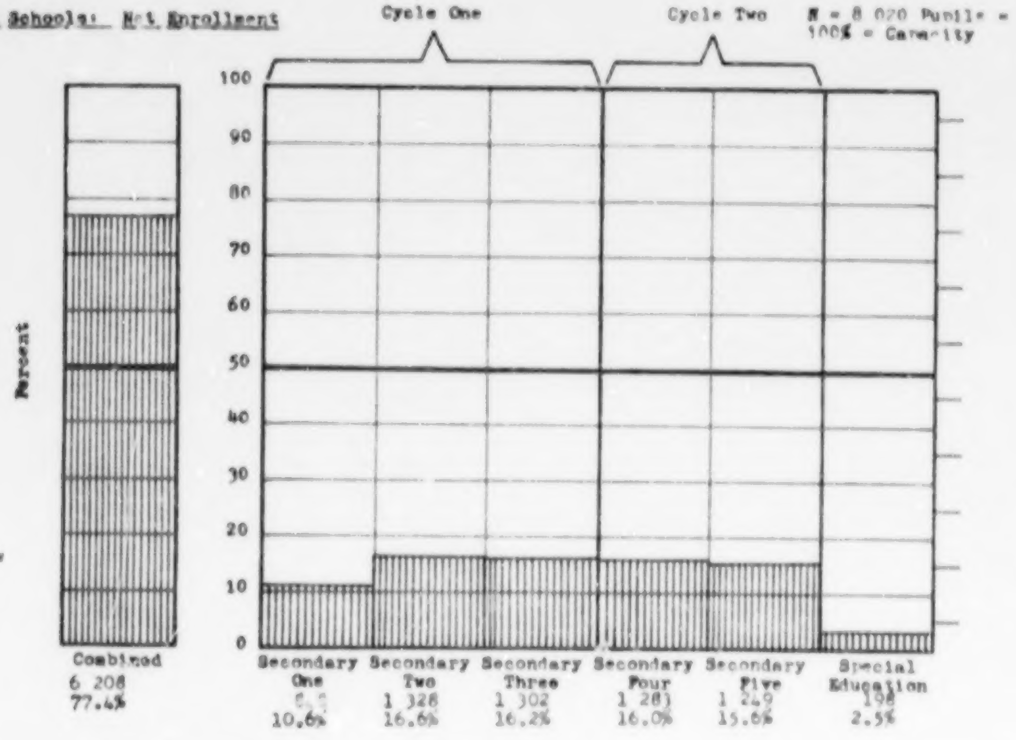
	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sp. Ed.		
Hudson High (440)	101	73	96	58	81		409	93.0%
Macdonald (1 270)		239	243	228	223		933	73.5%
Beaconsfield (1 970)	142	356	296	318	359	55	1 526	77.5%
John Rennie (2 380)	306	377	384	387	357	66	1 877	78.9%
Lindsay Place (1 960)	299	283	283	292	229	77	1 463	74.6%
Totals (8 020)	848	1328	1302	1283	1249	198	6 208	
Percent	10.6	16.6	16.2	16.0	15.6	2.5		77.5%

High Schools: Net Enrollment

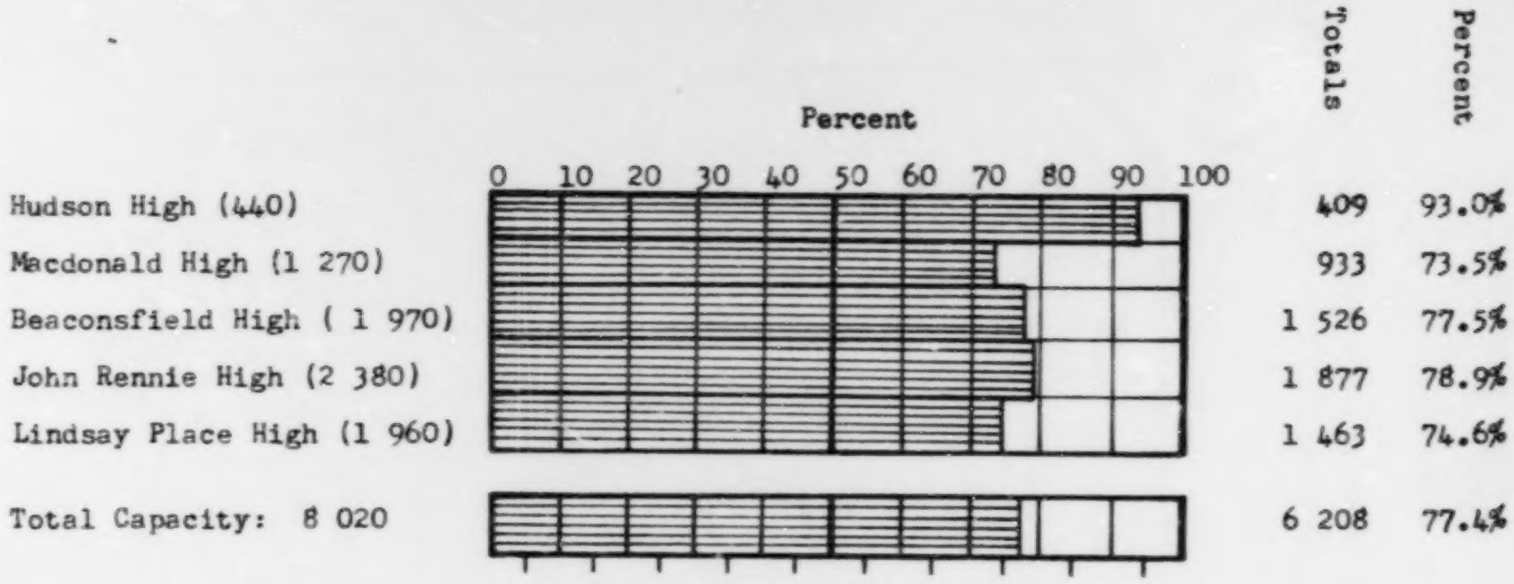


Net Enrollment for The Month of: December, 1977

High Schools: Net Enrollment



Net Enrollment for The Month of: January, 1978

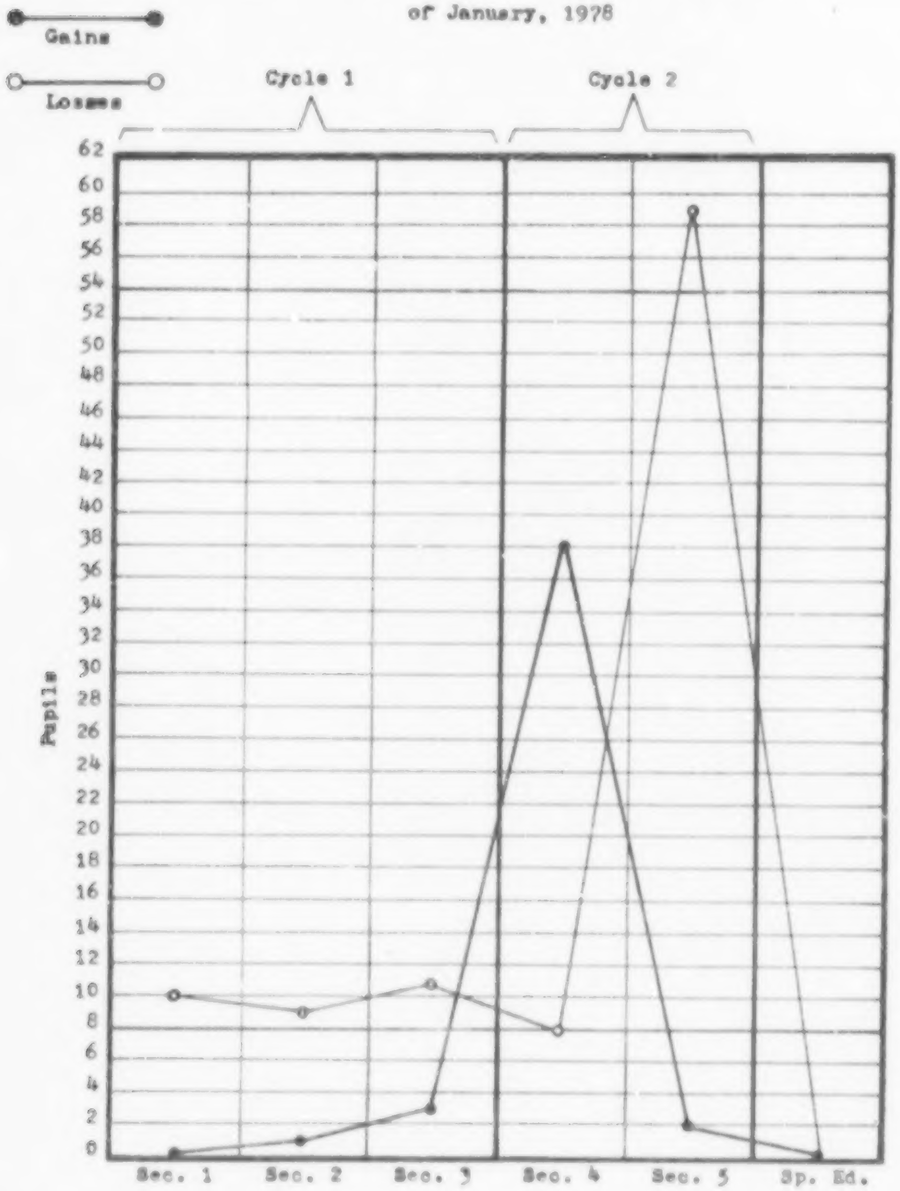


Net Enrollment for High Schools for The Month of January, 1978

An overall net loss of 53 pupils

*Internal adjustment in one school

High Schools: Net Gains and Losses for The Month of January, 1978



Totals		Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sp. Ed.
44	Gains		1	3	*38	2	
97	Losses	10	9	11	8	*59	
30	Net Gain				30		
83	Net Loss	10	8	8		57	

Enrollment Data for The Month of March, 1978 Relative to Each School's Capacity (Capacity of Each School in Brackets)

Mr. Malboeuf
Curriculum

School	Secondary 1	2	3	4	5	Sp.Ed.	Total	%
Hudson High (440)	102	72	92	58	80		404	5.0
Macdonald (1270)		239	241	226	220		926	11.5
Beaconsfield (1970)	136	350	249	316	357	55	1508	18.8
John Rennie (2380)	303	376	376	383	349	66	1853	23.2
Lindsay Place (1960)	297	274	277	284	231	76	1439	17.9
Totals	838	1311	1280	1267	1237	197	6130	
Percent	10.4	16.3	16.0	15.8	15.4	2.5		76.4%

Capacity of each school shown in brackets

Enrollment for The Month of March, 1978

Elementary Schools:-

Schools	Levels K	1	2	3	4	5	6	7	Sp.Ed.	Total	%
Allancroft (636)	57	66	84	93	72	92	75			539	84.7
Beacon Hill (524)	43	40	45	50	42	51	48	45	5	369	70.4
Beaconsfield (442)	13	21	25	27	5	22	40	14	13	180	40.7
Briarwood (472)	40	38	34	36	47	35	49	51		330	69.9
Cedar Park (674)	39	54	45	55	39	46	58		23	359	53.3
Christmas Park (674)	30	46	46	48	72	69	60	66	9	446	66.2
Derion Gdns. (404)	18	17	23	15	49	45	18	32		217	53.7
Dorset (504)	36	37	36	30	23	33	53	69	17	334	66.3
Edgewater (494)	34	29	27	23	41	38	41	36		269	54.5
Greendale (664)	63	48	63	68	66	58	63			429	64.6
Hudson E. (250)					40	50	92			182	72.8
Lakeside (702)	63	77	78	70	77	78	85			528	75.2
Mt. Pleasant (322)	64	85	78	74						301	93.5
Northview (704)	58	64	68	57	71	58	94		33	503	71.4
Oak Ridge (442)	25	20	22	41	39	36	23	22	21	249	56.3
Seigniory (674)	66	83	74	79	71	78	78			529	78.5
Spring Gdn. (440)	68	85	82	65	48	45	36			429	97.5
Sunnydale (950)	115	144	103	121	84	86	134		26	813	85.6
Thorndale (704)	60	67	75	72	60	66	77		46	523	74.3
Valois Park (614)	49	49	54	51	61	57	63		27	411	66.9
Vivian Graham (494)	29	38	30	29	22	18	21	26	25	238	48.2
Windermere (564)	55	59	54	69	76	75	65			453	80.3
Totals	1025	1167	1146	1173	1105	1136	1273	361	245	6631	
Percent	8.3%	9.5%	9.3%	9.5%	8.9%	9.2%	10.3%	2.9%	2.0%		69.9%
Soulanges	1	3	2	3	3	1	4	2		19	

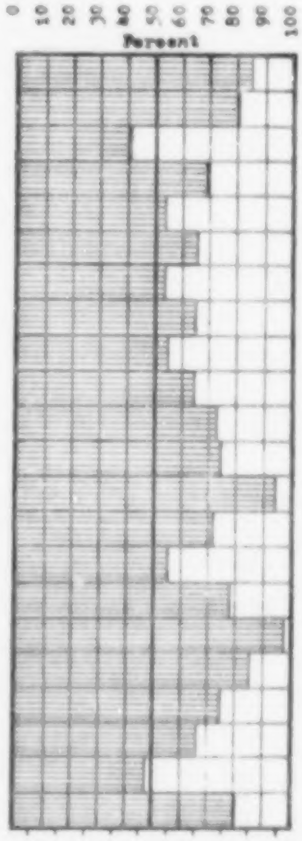
Net Loss for The Month of March, 1978:

Elementary Schools 55

High Schools 48

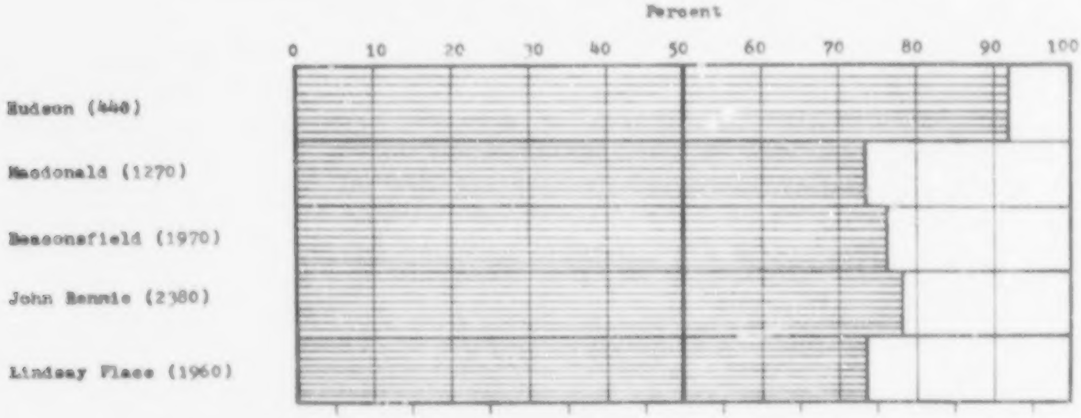
Total 103

Net Enrollment of Each Elementary School Compared to Its Capacity
for The Month of March, 1978



School	Capacity	Total	Percent
Allancroft	636	539	84.7
Beacon Hill	524	369	70.4
Beaconsfield	442	180	40.7
Briarwood	472	330	69.9
Cedar Park	674	359	53.3
Christmas Park	674	446	66.2
Dorion Gardens	404	217	53.7
Dorset	504	334	66.3
Edgewater	494	269	54.5
Greendale	664	429	64.6
Hudson Elementary	250	182	72.8
Lakeside Heights	702	528	75.2
Mount Pleasant	322	301	93.5
Northview	704	503	71.4
Oak Ridge	442	249	56.3
Seigniory	674	529	78.5
Spring Garden	440	429	97.5
Sunnydale	950	813	85.6
Thorndale	704	523	74.3
Valois Park	614	411	66.9
Vivian Graham	494	238	48.2
Windermere	564	453	80.3

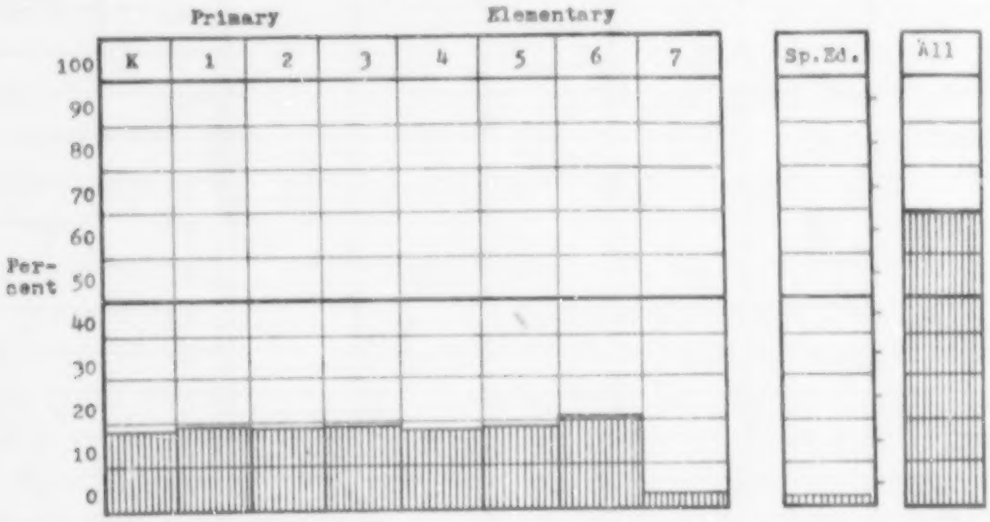
High Schools: Net Enrollment of Each School Relative to Its Capacity for The Month of March, 1978.



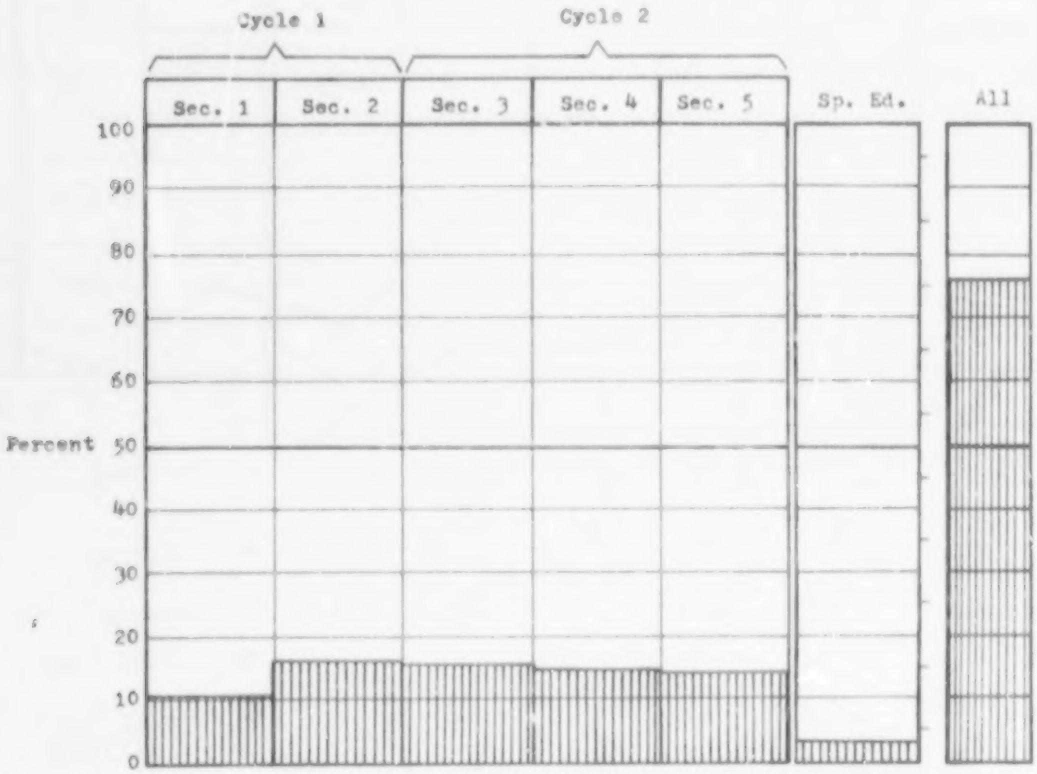
School	Number of Pupils	Percent
Hudson	404	91.8
Macdonald	926	72.9
Beaconsfield	1508	76.5
John Rennie	1853	77.9
Lindsay Place	1439	73.4
Total	6130	
Percent of Capacity (8 020 Pupils)		76.4

March, 1978 Elementary Schools N = 12 348 Pupils = 100%

Total for March, 1978 = 8 631 Pupils = 69.9%



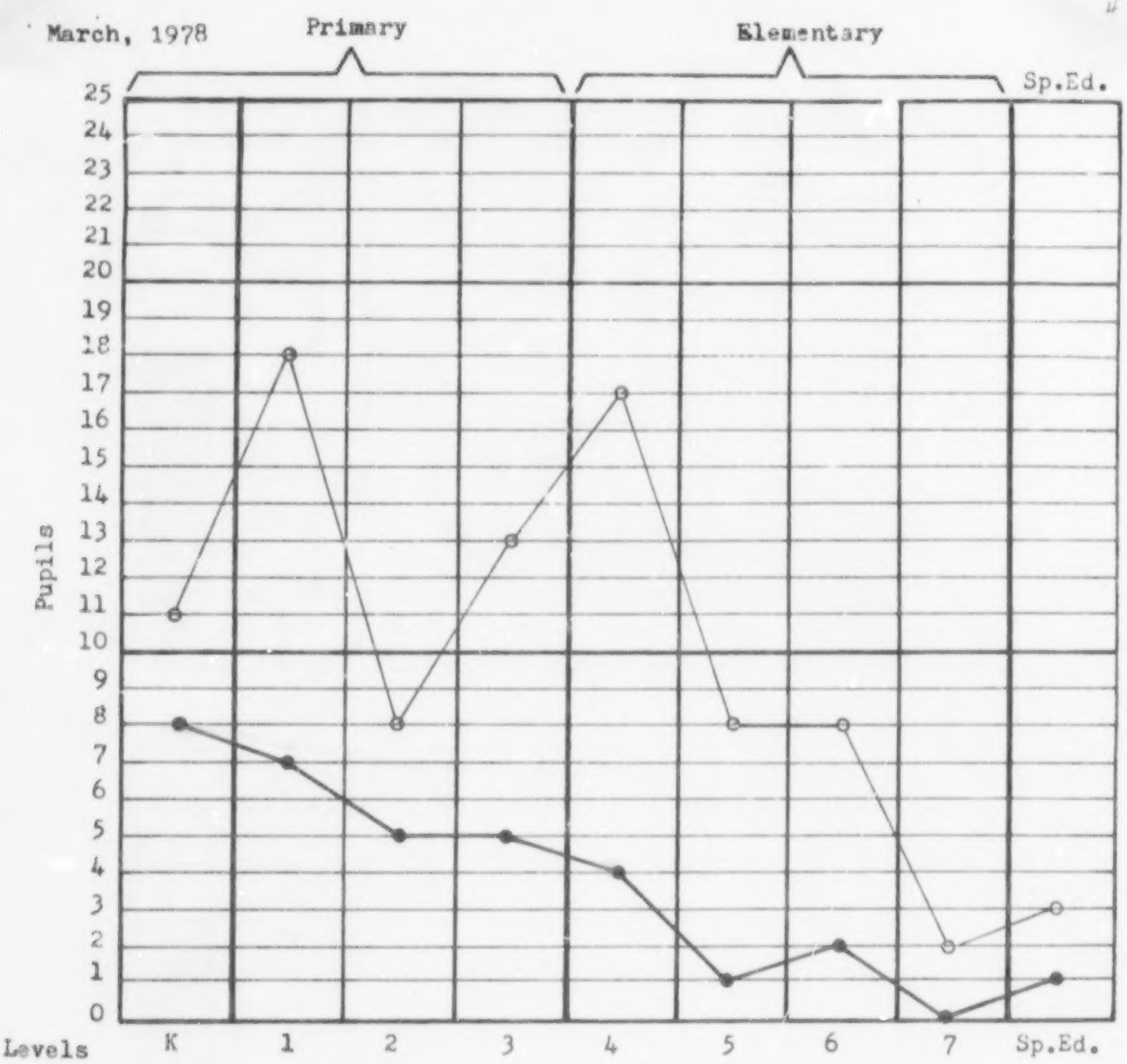
	K	1	2	3	4	5	6	7	Sp.Ed.	All
Totals	1025	1167	1146	1173	1105	1136	1273	361	245	8631
Percent	8.3%	9.5%	9.3%	9.5%	8.9%	9.2%	10.3%	2.9%	2.0%	69.9%



	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sp. Ed.	All
Totals	838	1311	1280	1267	1237	197	6130
Percent	10.4%	16.3%	16.0%	15.8%	15.4%	2.5%	76.4%

High Schools N = 8 020 Pupils = 100%

March, 1978



Levels		K	1	2	3	4	5	6	7	Sp.Ed.
Gains	●	8	7	5	5	4	1	2	0	1
Losses	○	11	18	8	13	17	8	8	2	3
Net Gain	●									
Net Loss	○	3	11	3	8	13	7	6	2	2

Gain ●——●

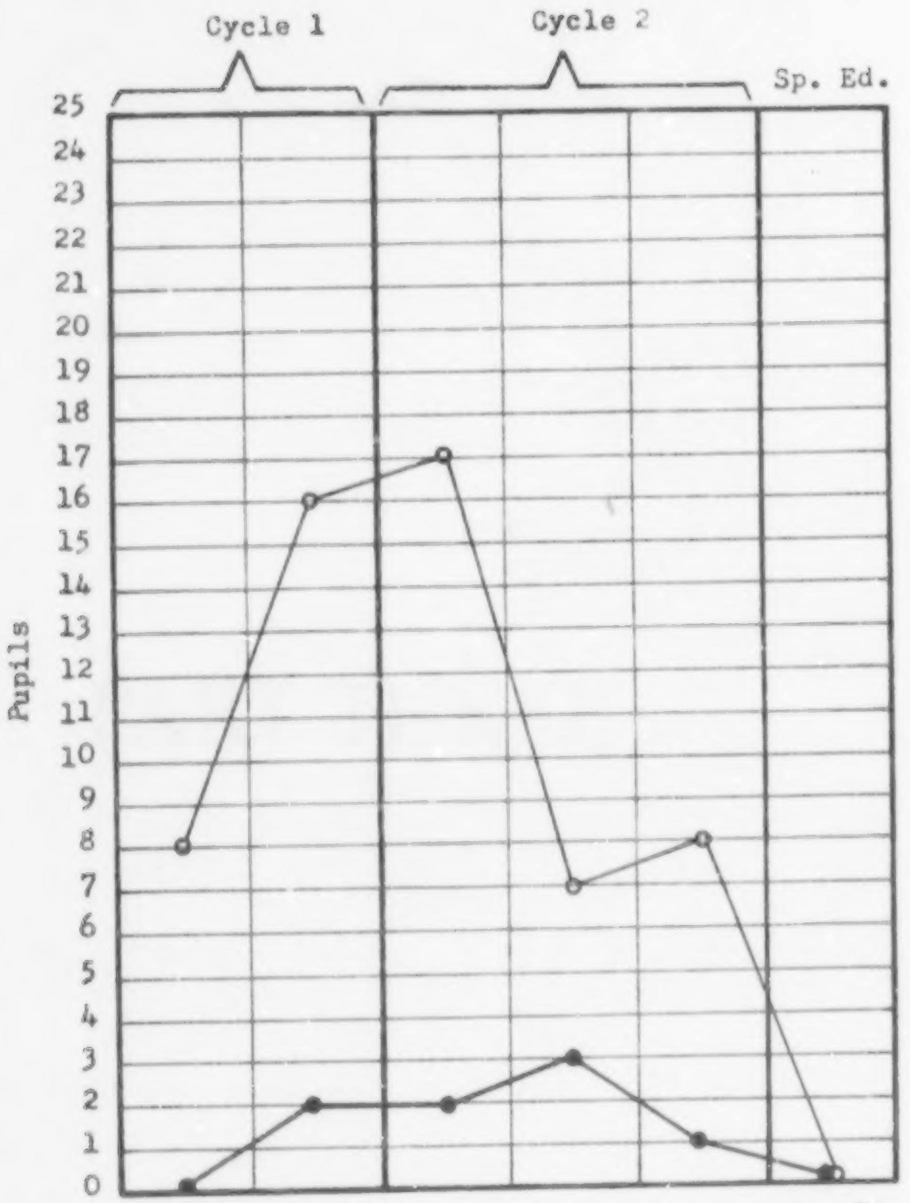
Loss ○——○

For the month of ____________

Totals		
Gains	●	33
Losses	○	88
Net Gain	●	
Net Loss	○	55

Involves all elementary schools

HIGH SCHOOLS



Levels		Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sp. Ed.	Totals
Gains	●		2	2	3	1		8
Losses	○	8	16	17	7	8		56
Net Gain	●							
Net Loss	○	8	14	15	4	7		48

All High Schools: For The Month Of March, 1978

●——● Gains

○——○ Losses

PART THREE

INTRODUCTION

This part of the document on declining enrollments is designed to bring the results of several studies together. It has been divided into three sections; they are:

Section A:- Site, Setting, Situation
Section B:- Declining Pupil Population; Consultation
Section C:- Suggested Policies, Re: Declining Enrollments

Demographic studies showing the decline in pupil numbers, an inventory of facilities, and per capita fixed costs for each of the elementary schools are included.

In addition, the data that emerged from the consultation process carried out by Mrs. Margaret Manson and John Killingbeck are recorded in both statistical and anecdotal form.

Finally, a suggested policy is included in Section C and is designed to indicate the School Board's position on declining enrollment. Because the problem of diminishing pupil numbers may dictate specific courses of action, five general policy statements are presented, one for each of the five tangible/intangible situations.

A. SITE, SETTING, SITUATION

SECTION A: LIST OF FIGURES

Figure	Description	Page
34	Site, Situation, Setting: Map	95
35	On-Island Communities; Comparison of 1971 and 1976 Populations. Relative Growth of Each Community	96
36	On-Island Communities; Comparative Populations for 1971 and 1976	97
37	On-Island Communities Combined: Language Groupings, 1971	98
38	On Island Communities Separately: Language Groupings, 1971	99
39	Off-Island Communities; Comparison of 1971 and 1976 Populations. Relative Growth of Each Community	100
40	Off-Island Communities; Comparative Populations for 1971 and 1976	101
41	Off-Island Communities Separately and Combined: Language Groupings, 1971	102

42 + Data on Each of The Elementary Schools:

Letter	School	Plan and Data	Costing and Population
a	Allancroft	103	104
b	Beacon Hill	105	106
c	Beaconsfield	107	108
d	Briarwood	109	110
e	Cedar Park	111	112

Letter	School	Plan and Data	Costing and Population
f	Christmas Park	113	114
g	Dorion	115	116
h	Dorset	117	118
i	Edgewater	119	120
j	Greendale	121	122
k	Hudson Elementary	123 - 124	125
l	Lakeside Heights	126	127
m	Mount Pleasant	128	129
n	Northview	130	131
o	Oak Ridge	132	133
p	Seigniory	134	135
q	Spring Garden	136	137
r	Sunnydale	138	139
s	Thorndale	140	141
t	Valois Park	142	143
u	Vivian Graham	144	145
v	Windermere	146	147

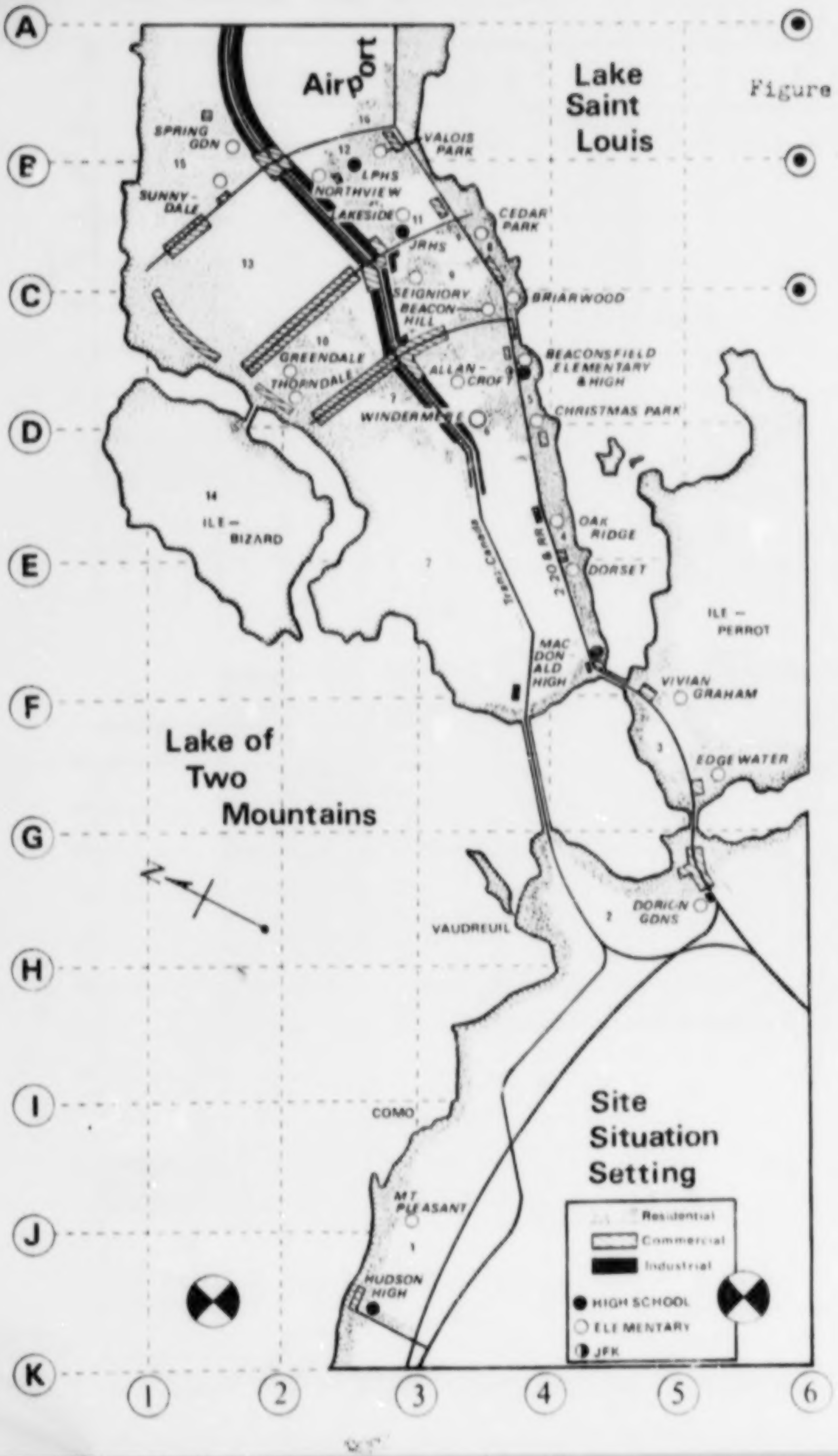
Figure	Description	Page
43	Comparative Floor Areas of The Twenty-Two Elementary Schools	148
44	The *Per Capita* Cost for Fixed Items for Each of The Elementary Schools during The School Year 1976 - 77	149
45	Average Costs for All Buildings Under the Control of The LSB for The School Years 1975-76 and 1976-77	150
46	Space Needs for 1978-79	151
47	Comparative Data on The Ages of The Elementary Schools	152

INTRODUCTION

This section of Part Three contains valuable data relevant to the site, setting and situation of each of our elementary schools and its neighbourhood community. In essence, it is an inventory of our facilities.

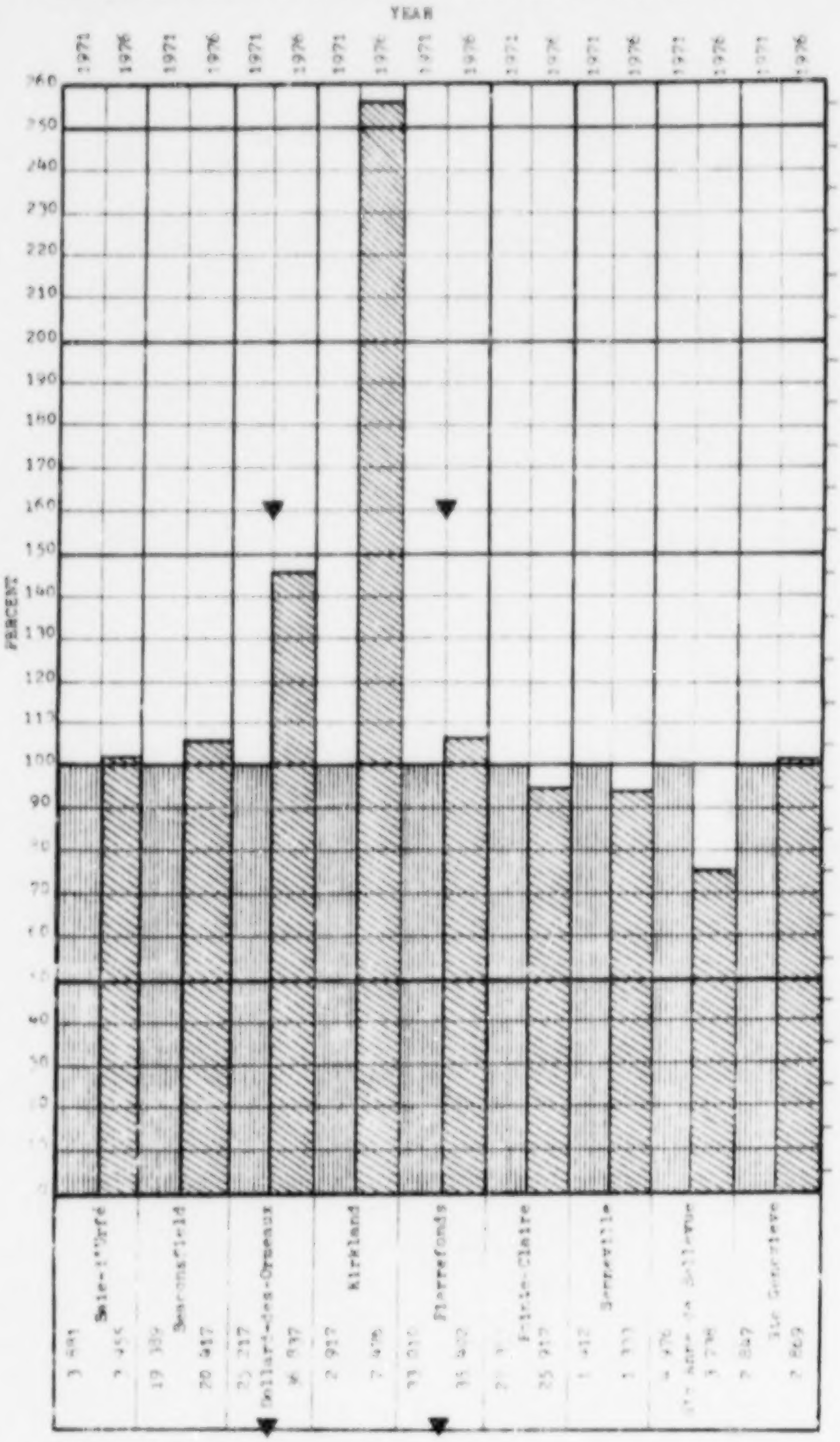
It describes each of our schools in detail, and it will serve us in subsequent studies that will be necessitated by the decline in pupil numbers.

Figure 34


A
B
C
D
E
F
G
H
I
J
K
1
2
3
4
5
6
Airport
Lake Saint Louis
SPRING GDN
SUNNY-DALE
VALOIS PARK
LPHS
NORTHVIEW
LAKESIDE
JRHS
CEDAR PARK
SEIGNIORY
BEACON-HILL
BRIARWOOD
GREENDALE
THORNDALE
ALLAN-CROFT
BEACONSFIELD ELEMENTARY & HIGH
CHRISTMAS PARK
WINDERMERE
ILE-BIZARD
OAK RIDGE
DORSET
Trans-Canada
2 20 & RR
ILE-PERROT
MAC DON ALD HIGH
VIVIAN GRAHAM
EDGEWATER
Lake of Two Mountains
VAUDREUIL
DORION GDNS
COMO
MT PLEASANT
HUDSON HIGH
Site Situation Setting
Residential
Commercial
Industrial
HIGH SCHOOL
ELEMENTARY
JFK
N
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

ON-ISLAND COMMUNITIES: COMPARISON OF 1971 AND 1976 POPULATIONS[1]

Figure 35



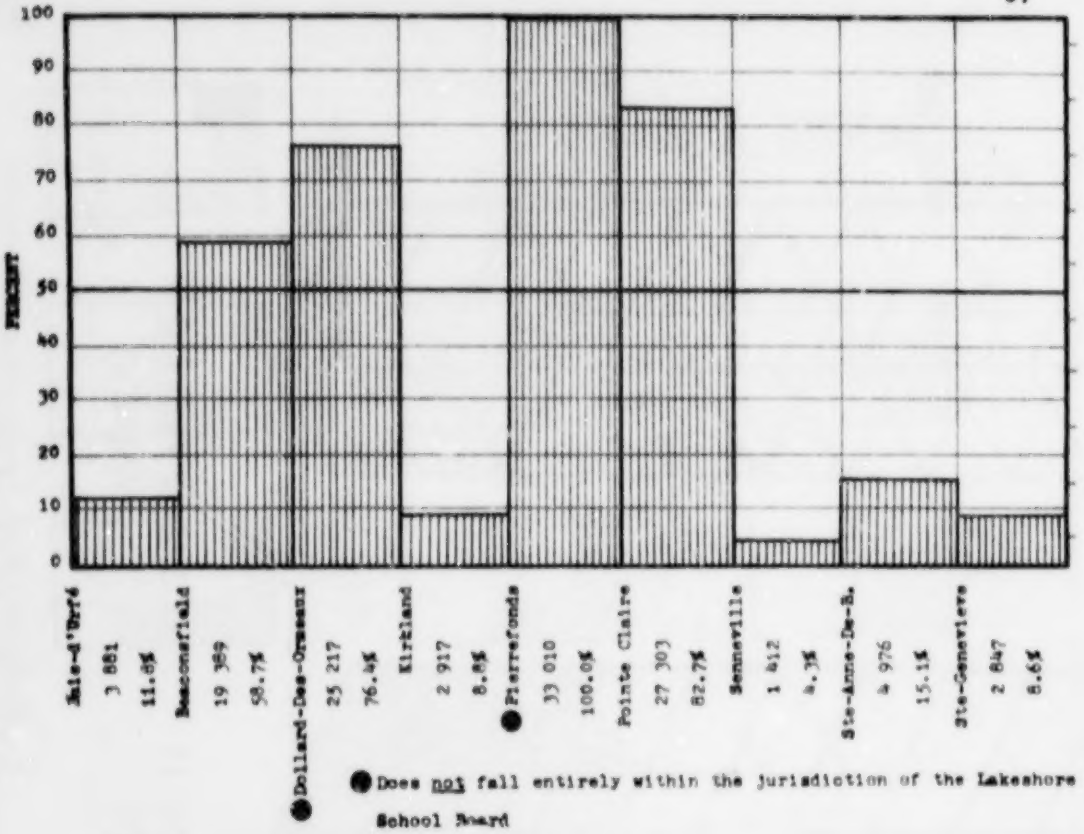
Relative Growth

▼ Does not fall entirely within the jurisdiction of the Lakeshore School Board.

---

[1] Canada, 1976 Census of Canada. Population: Geographic Distributions (Ottawa: The Minister of Industry, Trade and Commerce, June, 1977), pp. 92-803 - 3-13 and 92-803 - 3-14.

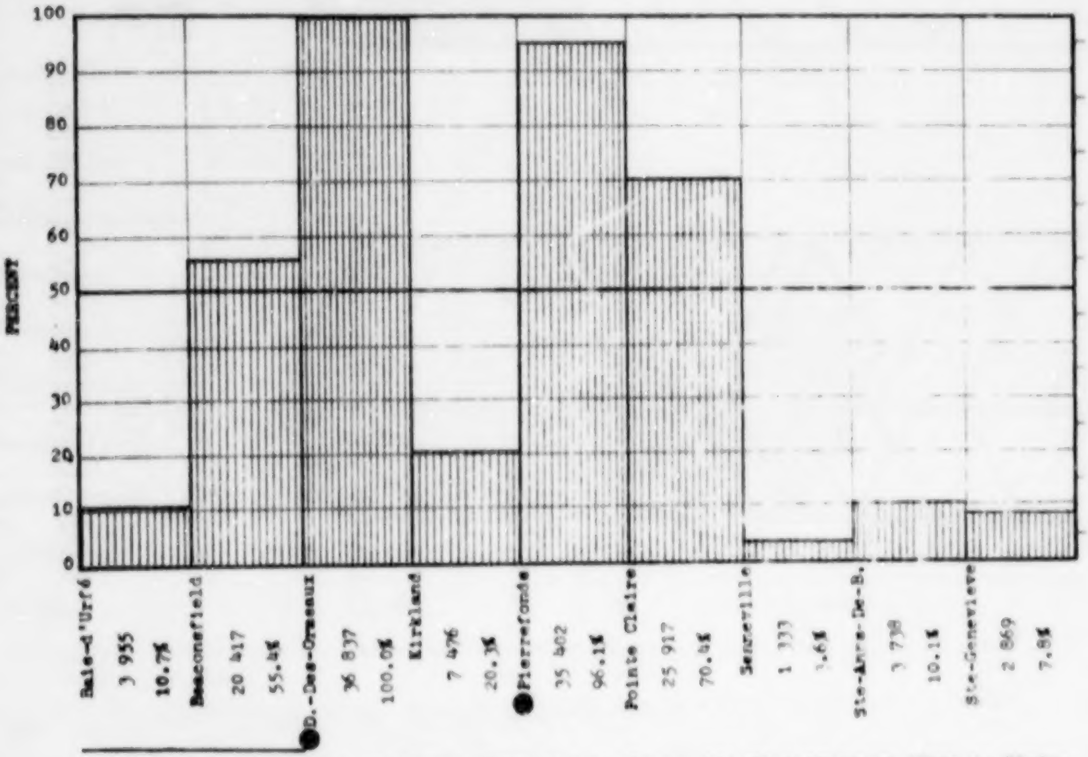
ON-ISLAND COMMUNITIES: COMPARATIVE POPULATIONS, 1971[1]



● Does not fall entirely within the jurisdiction of the Lakeshore School Board

ON-ISLAND COMMUNITIES: COMPARATIVE POPULATIONS, 1976

Figure 36



---

[1] Canada, 1976 *Census of Canada; Population: Geographic Distributions* (Ottawa: Minister of Industry, Trade and Commerce, June, 1977), pp. 92-803 - 3-13 and 92-803 - 3-14.

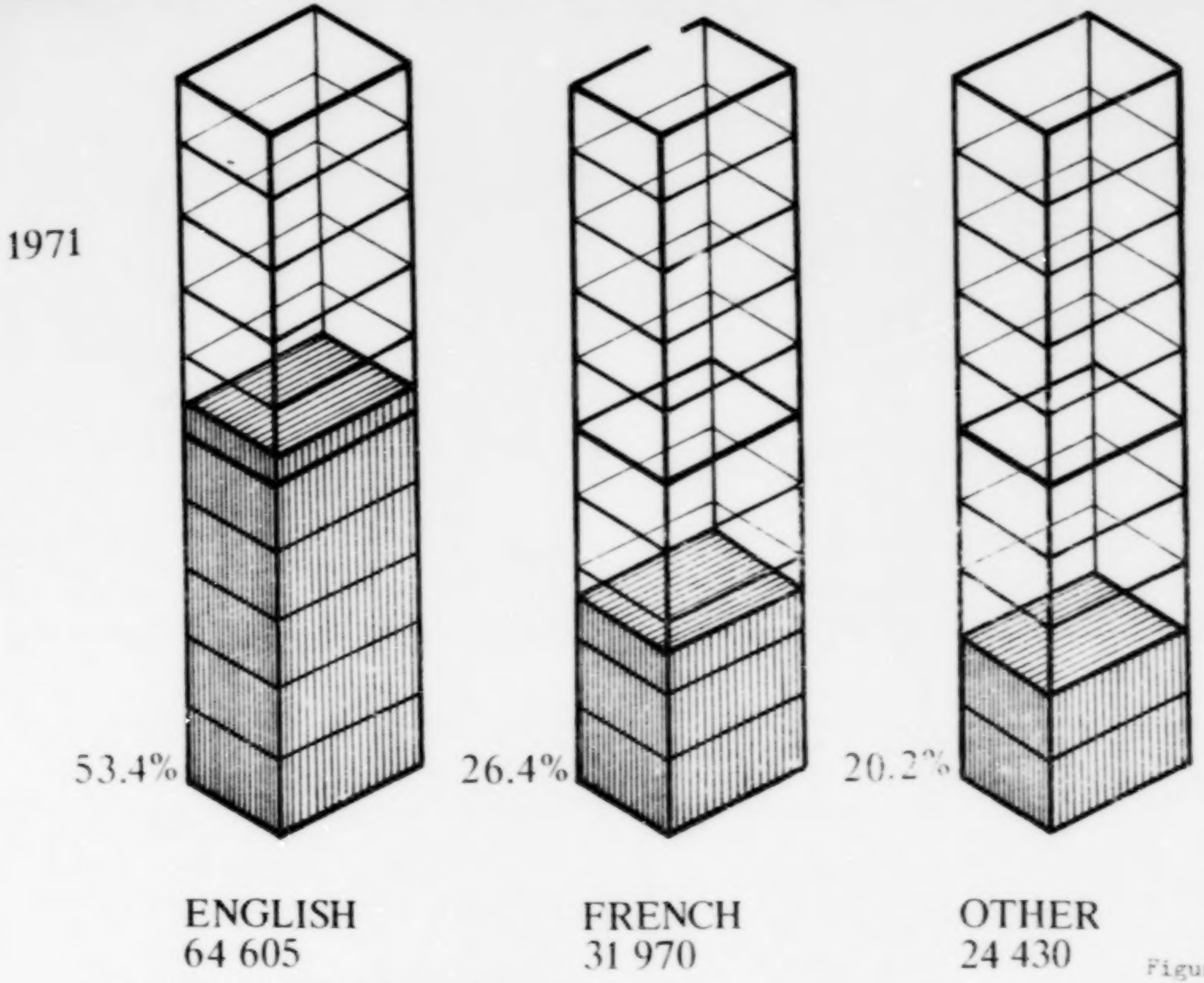
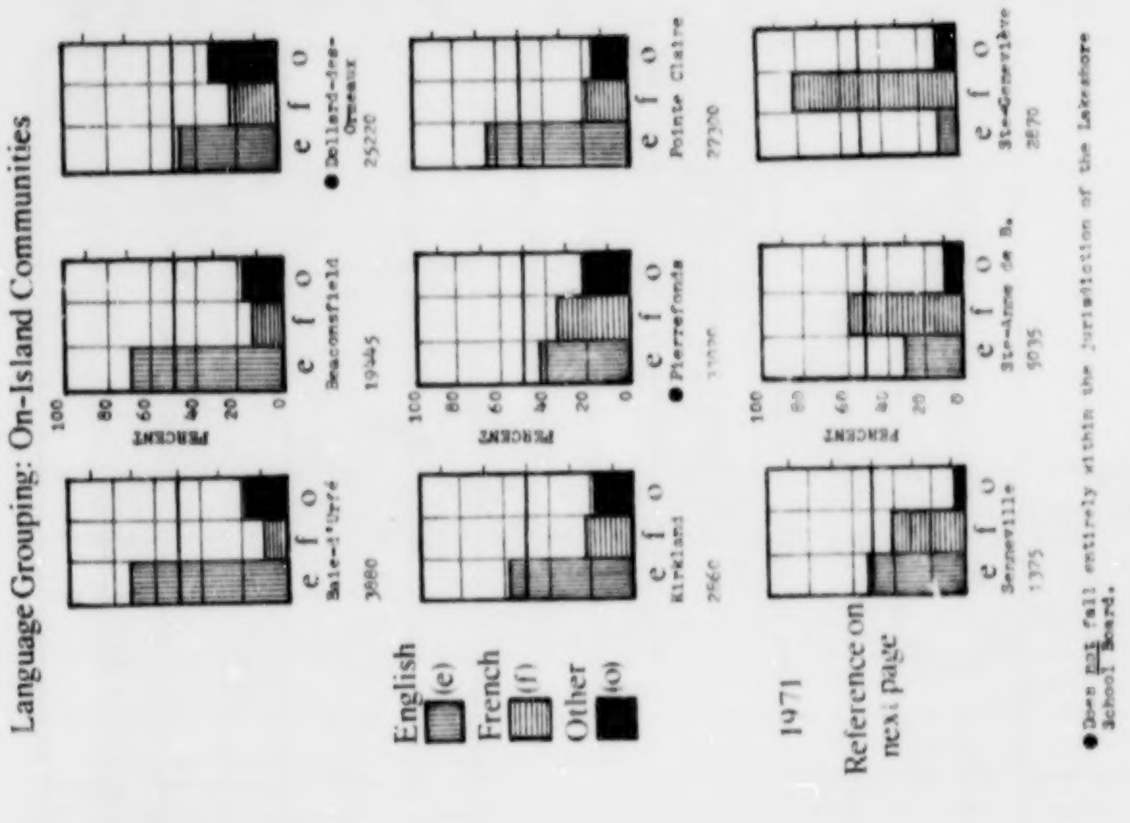


Figure 37

LANGUAGE GROUPING

ON-ISLAND COMMUNITIES COMBINED (121005)



LANGUAGE GROUPING: ON-ISLAND COMMUNITIES[1]

Figure 38

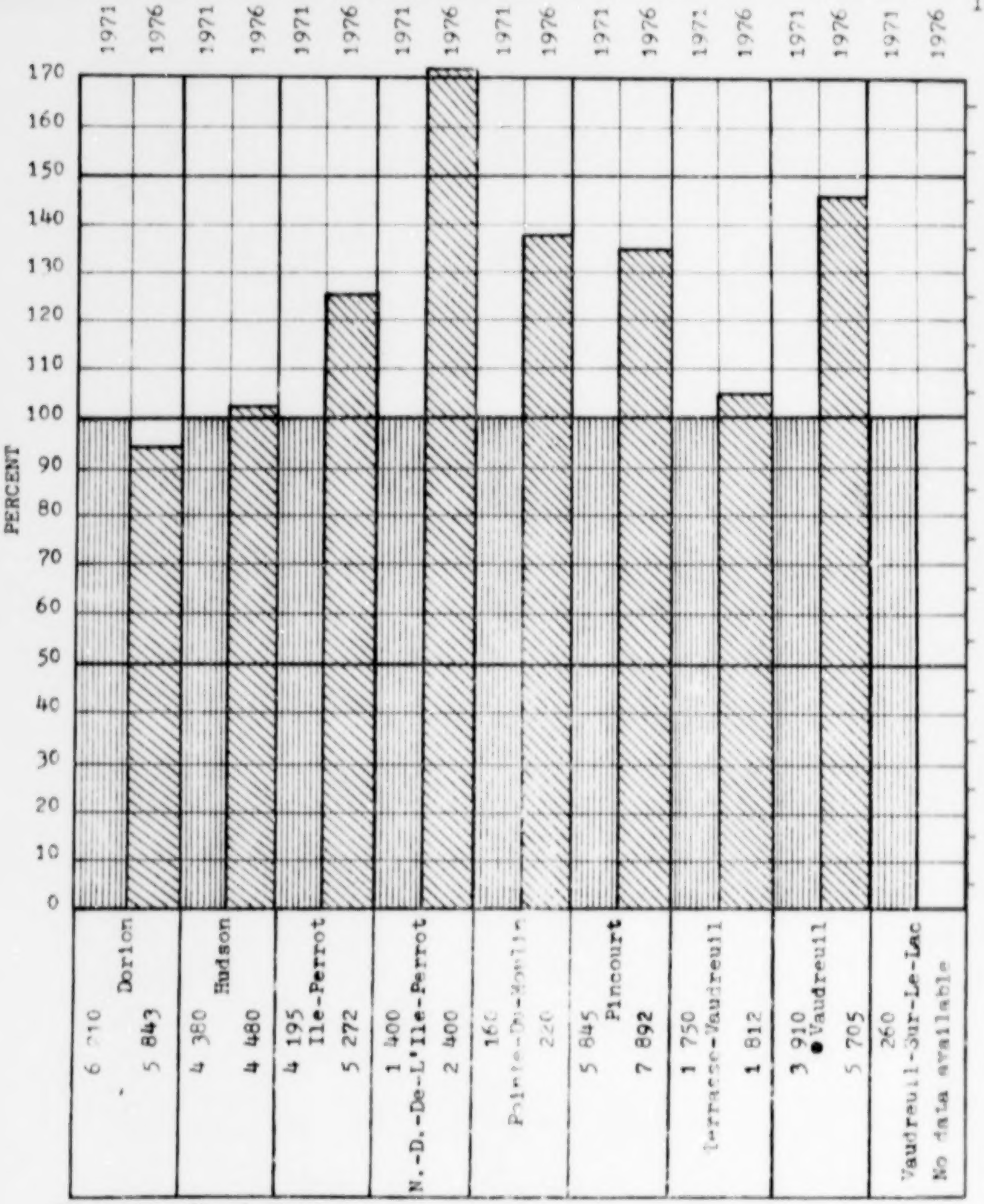
COMMUNITY	ENGLISH		FRENCH		OTHER		TOTALS	
Baie-d'Urfé	2 765	71.3%	390	10.0%	725	18.7%	3 880	100.0%
Beaconsfield	13 490	69.4%	2 615	13.4%	3 340	17.2%	19 445	100.0%
● Dollard-des-Ormeaux	11 835	46.9%	5 555	22.0%	7 830	31.1%	25 220	100.0%
Kirkland	1 685	58.9%	610	21.3%	565	19.8%	2 860	100.0%
● Pierrefonds	14 260	43.2%	11 690	35.4%	7 070	21.4%	33 020	100.0%
Pointe Claire	18 090	66.3%	5 22[illegible]	19.1%	[illegible]	14.6%	27 300	100.0%
Senneville	715	52.0%	555	40.4%	105	7.6%	1 375	100.0%
Ste-Anne-de-Bellevue	1 495	29.7%	3 000	59.6%	540	10.7%	5 035	100.0%
Ste-Geneviève	270	9.4%	2 330	81.2%	270	9.4%	2 870	100.0%
Totals	64 605	53.4%	31 970	26.4%	24 430	20.2%	121 005	100.0%

● Does not fall entirely within the jurisdiction of the Lakeshore School Board.

---

[1] Canada. 1971 Census of Canada, Population, Ethnic Groups (Ottawa: Minister of Industry, Trade and Commerce, October, 1973), pp. 7-5 and 7-6.

OFF-ISLAND COMMUNITIES: COMPARISON OF 1971 AND 1976 POPULATIONS[1]



● Includes Ile-Cadieux

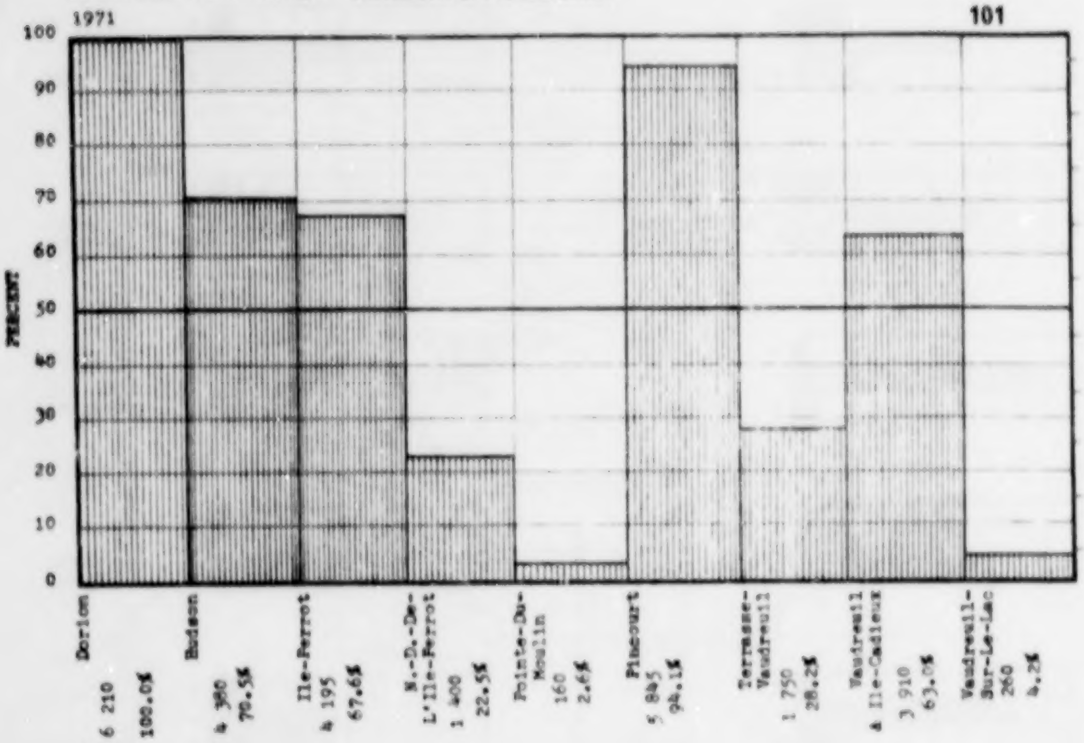
Relative Growth

Figure 39

---

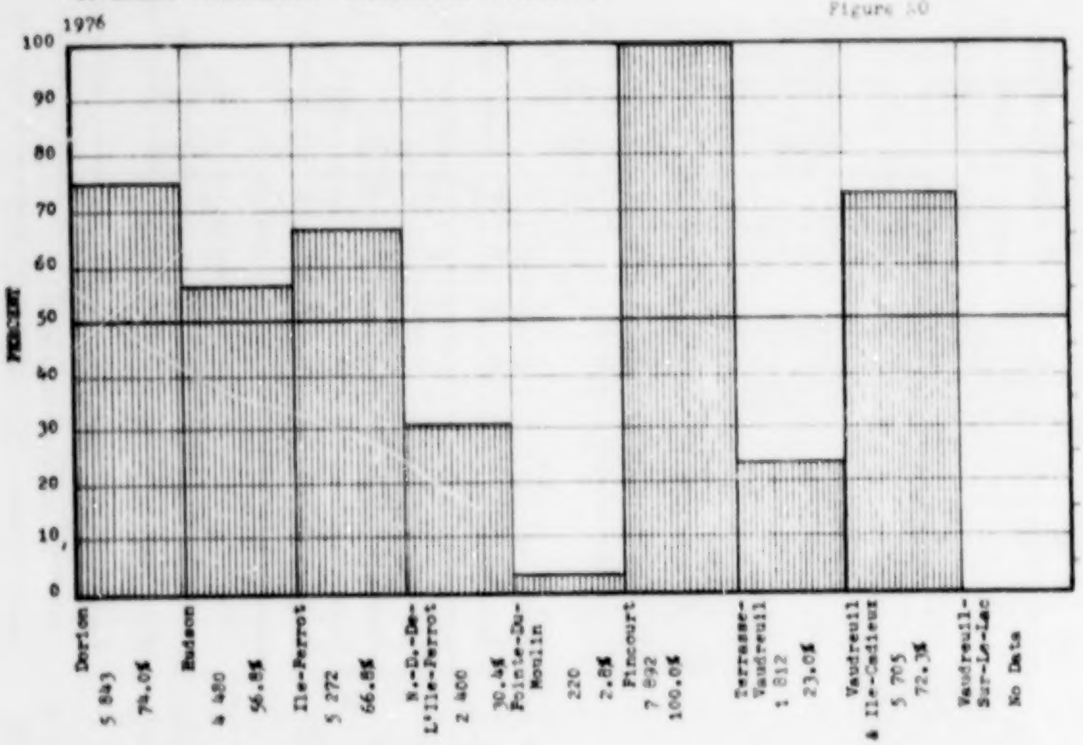
[1] Canada, 1971 Census of Canada: Population: Ethnic Groups (Ottawa: Minister of Industry, Trade and Commerce, October, 1973), pp. 7 - 9 and 7 - 10.

OFF-ISLAND COMMUNITIES: COMPARATIVE POPULATIONS[1]



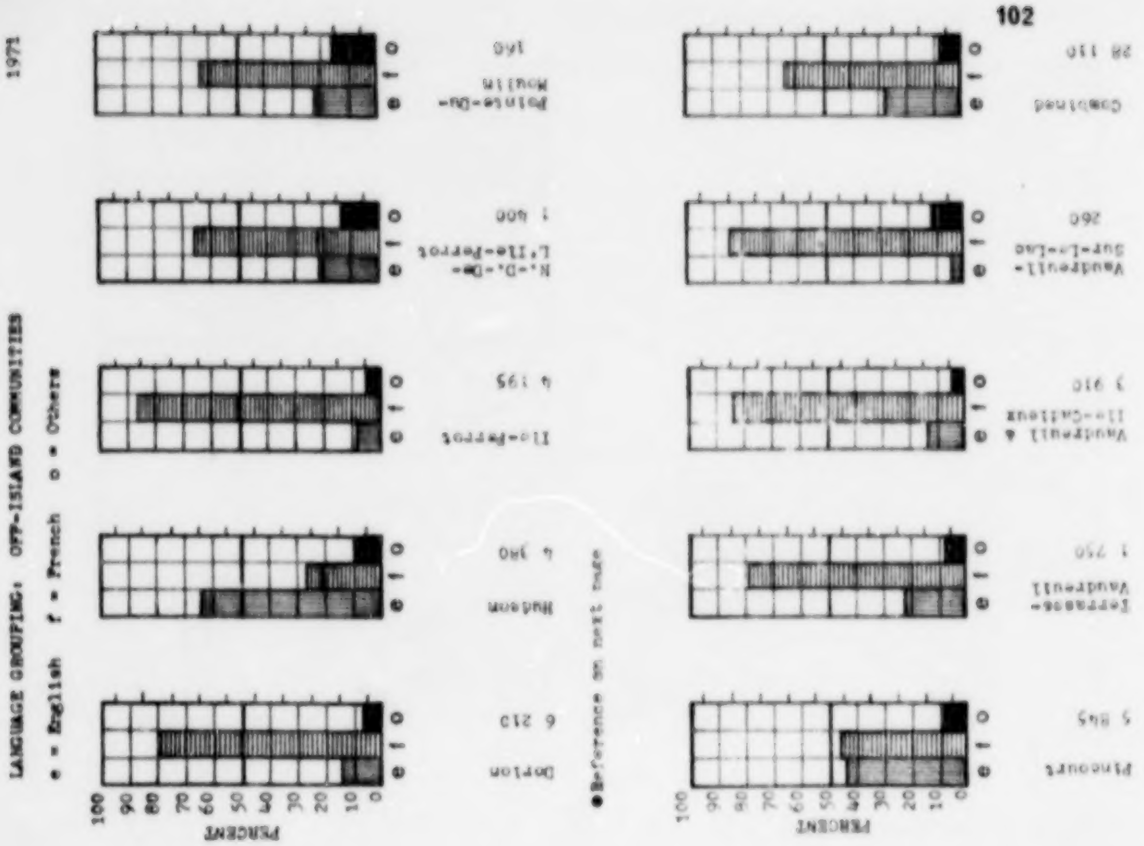
OFF-ISLAND COMMUNITIES: COMPARATIVE POPULATIONS

Figure 10



---

[1] Canada, 1976 Census of Canada; Population: Geographic Distributions (Ottawa: Minister of Industry, Trade and Commerce, June, 1977), p. 92-803 - 3-22.



LANGUAGE GROUPING: OFF-ISLAND COMMUNITIES[1] Figure 41

COMMUNITY	ENGLISH		FRENCH		OTHER		TOTALS	
DORION	855	13.8%	4 920	79.2%	435	7.0%	6 210	100.0%
HUDSON	2 790	63.7%	1 170	26.7%	420	9.6%	4 380	100.0%
ILE-PERROT	395	9.4%	3 595	85.7%	205	4.9%	4 195	100.0%
N.-D.-DE-L'ILE-PERROT	290	20.7%	930	66.4%	180	12.9%	1 400	100.0%
POINTE-DU-MOULIN	35	21.9%	100	62.5%	25	15.6%	160	100.0%
PINCOURT	2 585	44.3%	2 685	45.9%	[illegible]	[illegible]	5 845	100.0%
TERRASSE-VAUDREUIL	385	22.0%	1 215	69.4%	150	8.6%	1 750	100.0%
VAUDREUIL & ILE-CADIEUX	515	13.2%	3 240	82.7%	155	4.0%	3 910	100.0%
VAUDREUIL-SUR-LE-LAC	10	3.9%	220	84.6%	30	11.5%	260	100.0%
TOTALS	7 860	28.0%	18 075	64.3%	2 175	7.7%	28 110	100.0%

---

[1] Canada, 1971 Census of Canada, Population, Ethnic Groups (Ottawa: Minister of Industry, Trade and Commerce, October, 1973), pp. 7-9 and 7-10.

SITE

1977-78

● **Name of School:** Allancroft Elementary

Address: 265 Allancroft Road

Municipality: Beaconsfield

● **Phone:** 695-3481

● **Site Area (in square feet):** 364 000

● **When compared to the area of Vivian Graham's site, the largest site, it is** 77.4 **percent of it.**

● **Vivian Graham's area is 470 000 square feet.**

● **Floor area of building (in square feet):** 38 000

● **The building is** 7.9 **percent of the site.** ■

● **Built in** 1959; **age of building:** 18 years.

● **Number of classrooms:** 21

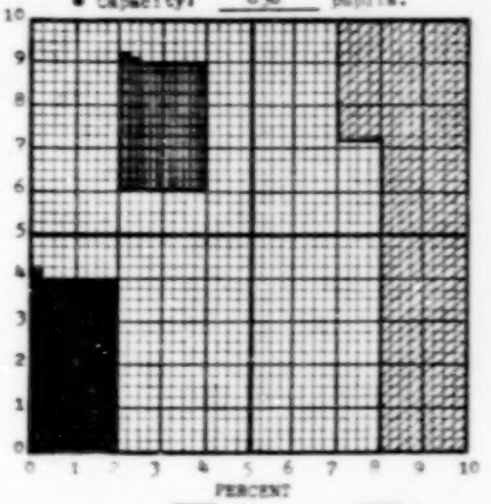
● **Population as of Sept. 30, 1977:** 564 which is 88.7 % of capacity. (Ponderated percent)

● **Library:** ● Gymnasium: ● ● **Adjacent to high school:** ☐

● **Heating:** Oil ● Electricity ☐

Floor area: 38 000 sq. ft. or 10.4% of the site.

● Capacity: 636 pupils.



● **Excess Area:** ▨ **Building:** ■ (Foundation: 28 710 sq. ft.)

● **Architectural Design**

One floor plus basement area

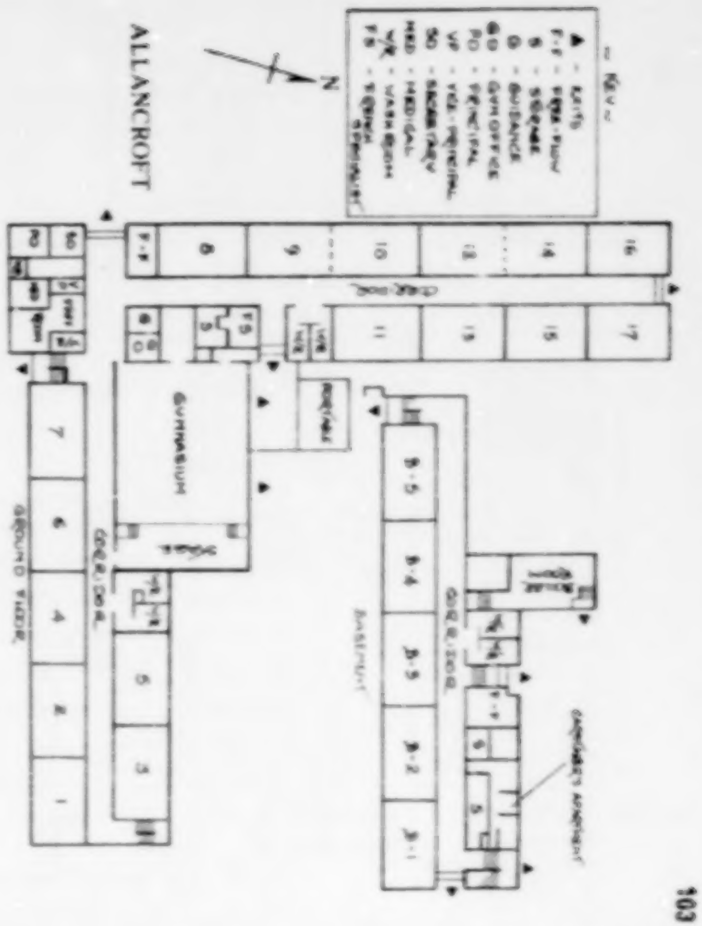
Traditional ●

Modified Traditional ☐

Open Plan ☐

● **Per capita** costs based upon pupil capacity: 131.04 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


ALLANCROFT
~ KEY ~
▲ - EXITS
F-F - FREE-FLOW
S - STORAGE
G - GUIDANCE
GO - GYM OFFICE
PO - PRINCIPAL
VP - VICE-PRINCIPAL
SO - SECRETARY
MED - MEDICAL
W/R - WASHROOM
FS - FRENCH SPECIALIST
N
GYMNASIUM
STAGE
PORTABLE
CORRIDOR
GROUND FLOOR
BASEMENT
BOILER ROOM
CARETAKER'S APARTMENT
B-1
B-2
B-3
B-4
B-5

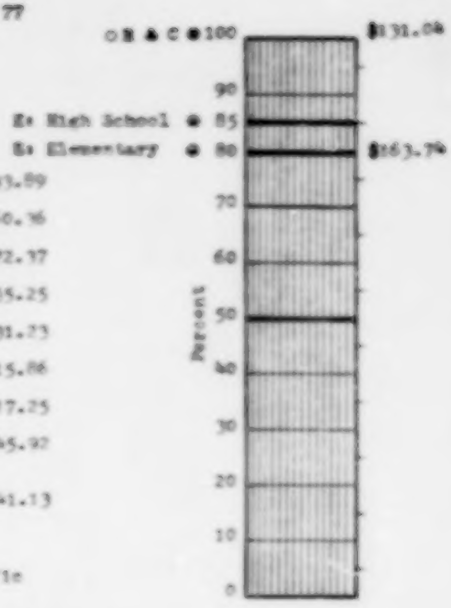
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Allancroft

Capacity of School: 636

Fixed Costs Areas:

(a) Electricity:	$ 4033.89
(b) Heating (Oil):	$ 5260.36
(c) Telephone:	$ 1772.37
(d) General Services:	$16455.25
(e) General Maintenance:	$17931.23
(f) Caretaking Services:	$37915.86
(g) Caretaking Supplies:	$ 4017.25
(h) Others:	$ 945.92
Total:	$83341.13



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 636 Pupils: ● $131.04

R ○ (2) Real = 100 % = 636 Pupils: ○ $131.04

E ◉ (3) Efficiency Factor = 80% (Elementary) = 509 Pupils: ◉ $163.74

85% (High School) = Pupils: ◉ $

Range:

●–○ Capacity to Real = $ 0.0

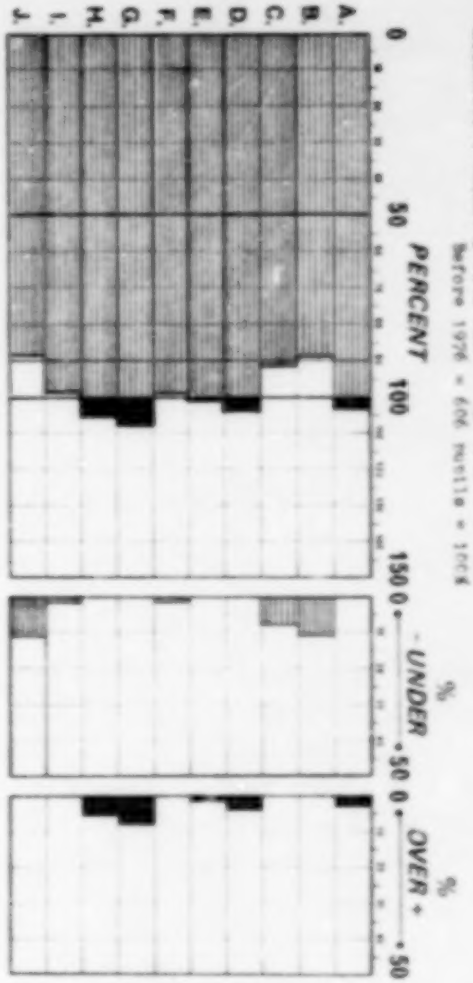
●–◉ Capacity to Efficiency Factor = $ 32.70

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Allancroft: capacity from 1976 = 636 pupils = 100%
Before 1976 = 606 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	673	103.3			20	3.3
B. 1969-70	507	89.4	64	10.6		
C. 1970-71	595	91.1	58	8.9		
D. 1971-72	635	103.7			23	3.7
E. 1972-73	620	100.6			4	0.6
F. 1973-74	612	99.2	5	0.8		
G. 1974-75	676	108.4			51	8.4
H. 1975-76	655	105.7			34	5.7
I. 1976-77	636	99.0	23	1.0		
J. 1977-78	564	88.7	40	11.3		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

● Name of School: Beacon Hill Elementary

Address: 170 Alton Drive

Municipality: Beaconsfield

● Phone: 695-3301

● Site Area (in square feet): 183 300

● When compared to the area of Vivian Graham's site, the largest site, it is 39.0 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 31 000

● The building is 16.9 percent of the site.

● Built in 1965 ; age of building: 12 years .

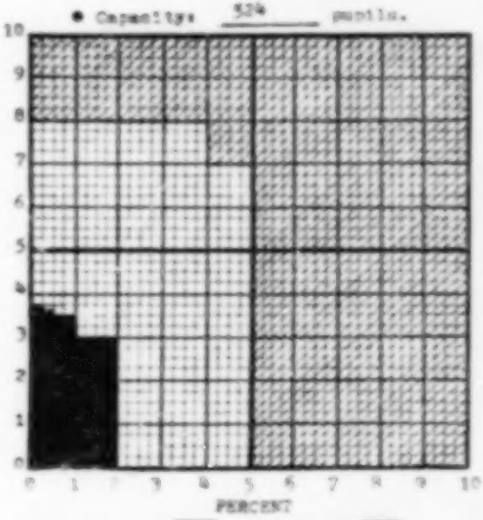
● Number of classrooms: 17

● Population as of Sept. 30, 1977: 394 which is 77.7 % of capacity. (Ponderated percent)

● Library: ☑ Gymnasium: ☑ ● Adjacent to high school: ☐

● Heating: Oil ☑ Electricity ☐

● Capacity: 524 pupils.



● Excess Area: ▨ Building: ■

● Architectural Design

One floor

Traditional ☑

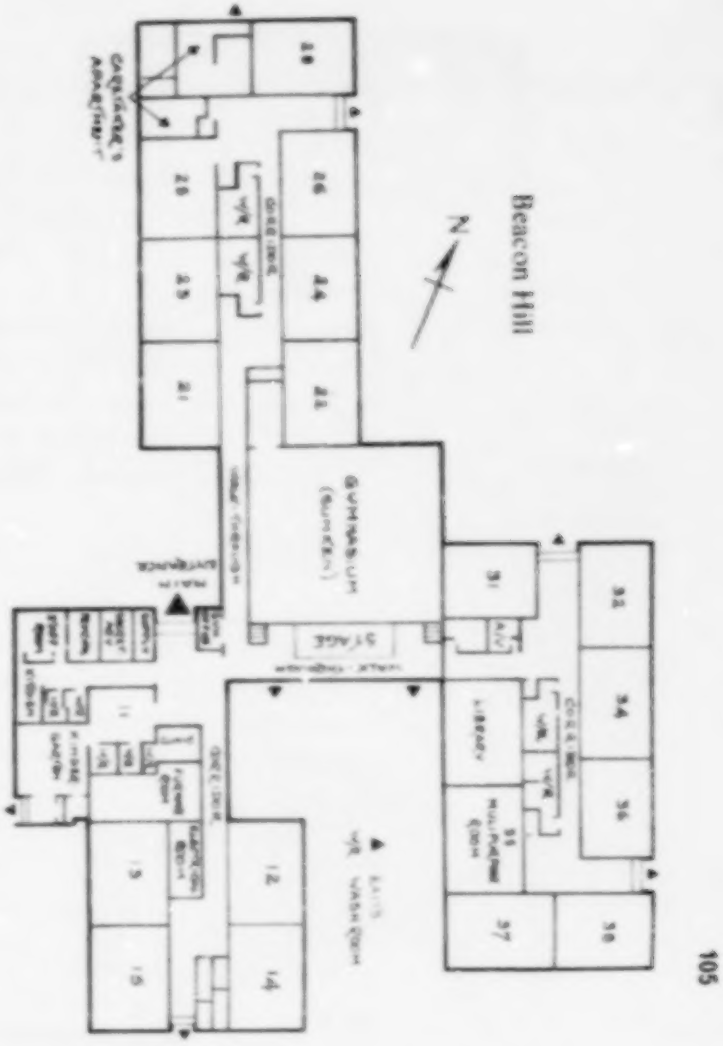
Modified Traditional ☐

Open Plan ☐

● Per capita costs based upon pupil capacity: 153.42 dollars,'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☑ French ☐ Balanced ☐ in 1977-78

Beacon Hill


N
18
26
24
22
28
23
21
CARETAKER'S APARTMENT
CORRIDOR
W/R
WALK-THROUGH
GYMNASIUM (SUNKEN)
STAGE
MAIN ENTRANCE
31
A/V
32
34
36
38
37
LIBRARY
35 MULTIPURPOSE ROOM
EXITS
W/R WASHROOM
12
14
13
15
11
KINDERGARTEN
SUPPLY
PRINCIPAL
STAFF ROOM
KITCHEN

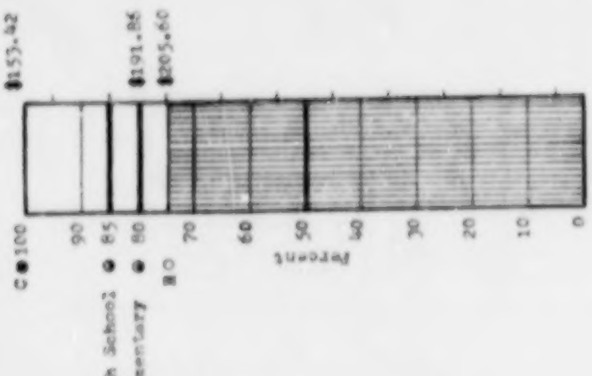
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Beacon Hill

Capacity of School: 542

Fixed Costs Areas:

(a) Electricity:	$ 4775.70
(b) Heating (Oil):	$ 6819.22
(c) Telephone:	$ 1022.51
(d) General Services:	$15685.19
(e) General Maintenance:	$16979.13
(f) Caretaking Services:	$30401.16
(g) Caretaking Supplies:	$ 3802.95
(h) Others:	$ 904.22
Total:	$80390.08



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 542 Pupils: ● $ 153.42

R ○ (2) Real = 74.6 % = 391 Pupils: ○ $ 205.60

E ● (3) Efficiency Factor = 80% (Elementary) = 419 Pupils: ● $ 191.86

85% (High School) = Pupils: ● $

Range:

●–○ Capacity to Real = $ 57.18

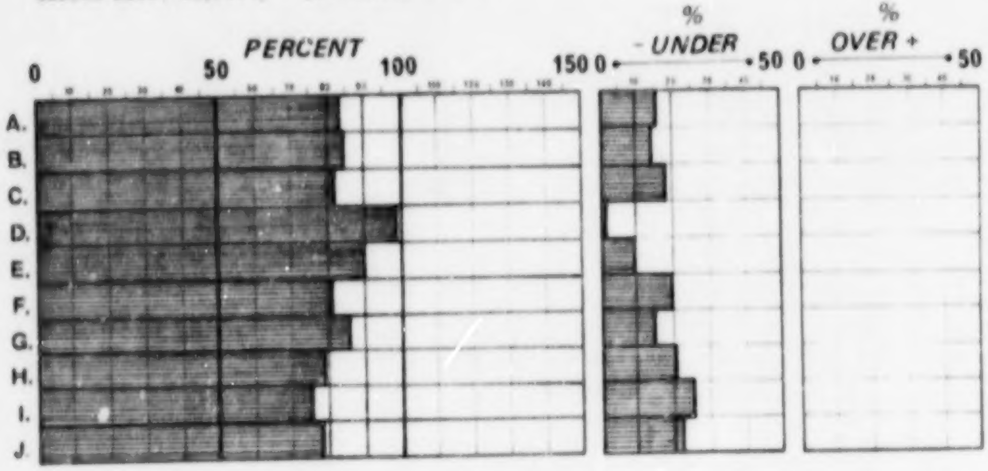
●–● Capacity to Efficiency Factor = $ 38.44

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Beacon Hill: capacity = 524 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	474	84.4	82	15.6		
B. 1969-70	481	85.1	78	14.9		
C. 1970-71	448	81.7	96	18.3		
D. 1971-72	535	98.9	6	1.1		
E. 1972-73	481	90.1	51	9.9		
F. 1973-74	429	80.7	101	19.3		
G. 1974-75	449	85.7	75	14.3		
H. 1975-76	415	79.2	109	20.8		
I. 1976-77	391	75.4	130	24.6		
J. 197.-78	394	77.7	117	22.3		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

- **Name of School:** Beaconsfield Elementary
  Address: 257 Beaconsfield Blvd.
  Municipality: Beaconsfield

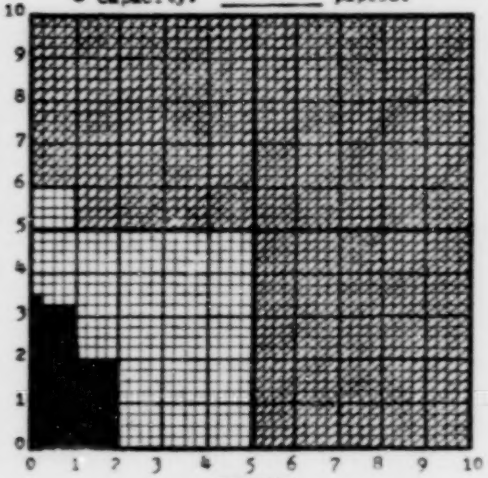
- **Phone:** 695-3841

- **Site Area (in square feet):** 122 000
- **When compared to the area of Vivian Graham's site, the largest site, it is** 26.0 **percent of it.**
- **Vivian Graham's area is** 470 000 **square feet.**
- **Floor area of building (in square feet):** 24 900
- **The building is** 20.4% **percent of the site.**
- **Built in** 1954 **; age of building:** 23 years.
- **Number of classrooms:** 14
- **Library:** ● **Gymnasium:** ● **Adjacent to high school:** BHS ●
- **Heating:** Oil ● Electricity ☐

Population as of Sept. 30, 1977: 192

which is 46.4 % of capacity. (Nonderated percent)

- **Capacity:** 442 pupils.

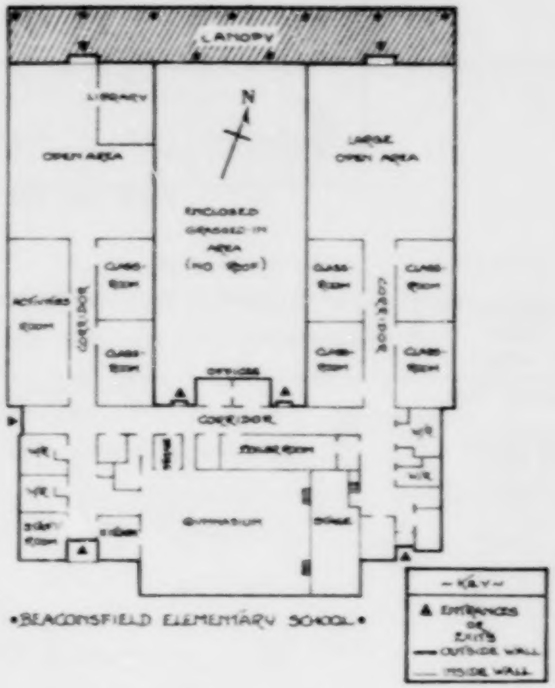


- **Excess Area:** ▨ **Building:** ■

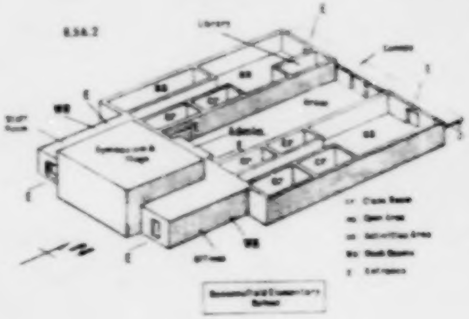
- **Architectural Design**
  One floor
  Traditional ☐ Modified Traditional ● Open Plan ☐

- **Per capita costs based upon pupil capacity:** 146.34 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


CANOPY
LIBRARY
OPEN AREA
N
ENCLOSED GRASSED IN AREA (NO ROOF)
LARGE OPEN AREA
ACTIVITIES ROOM
CORRIDOR
CLASS-ROOM
CLASS-ROOM
CLASS-ROOM
CORRIDOR
CLASS-ROOM
CLASS-ROOM
CLASS-ROOM
CLASS-ROOM
OFFICES
CORRIDOR
W/R
W/R
STAFF ROOM
GYMNASIUM
W/R
W/R
— KEY —
▲ ENTRANCES OR EXITS
OUTSIDE WALL
INSIDE WALL

•BEACONSFIELD ELEMENTARY SCHOOL•



FIXED PER CAPITA COSTS: 1976 - 77

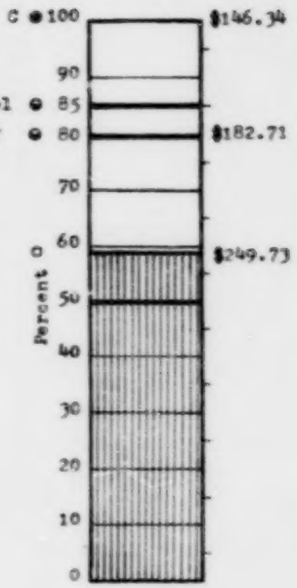
School: Beaconsfield Elementary School

Capacity of School: 442 Pupils

E: High School ◉ 85
E: Elementary ◉ 80

Fixed Costs Areas:

(a) Electricity:	$ 4 089.21
(b) Heating (Oil):	$ 5 754.98
(c) Telephone:	$ 973.50
(d) General Services:	$ 11 266.92
(e) General Maintenance:	$ 12 324.41
(f) Caretaking Services:	$ 26 854.51
(g) Caretaking Supplies:	$ 2 761.12
(h) Others:	$ 656.33
Total:	$ 64 680.98



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 442 Pupils: ● $146.34

R ○ (2) Real = 58.6 % = 259 Pupils: ○ $249.73

E ◉ (3) Efficiency Factor = 80% (Elementary) = 354 Pupils: ◉ $ 182.71

85% (High School) = Pupils: ◉ $

Range:

●–○ Capacity to Real = $ 103.39

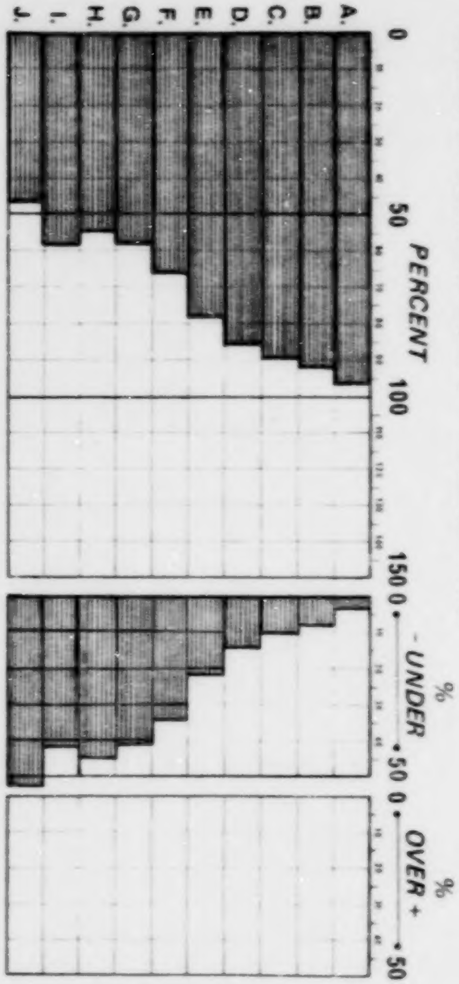
●–◉ Capacity to Efficiency Factor = $ 36.37

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Beaconsfield Elementary; capacity = 442 pupils = 100%

Item(s):

Comparison of populations to capacity



	TOTAL		UNDER		OVER	
ITEM	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
A. 1968-69	448	96.8	19	3.2		
B. 1969-70	426	91.6	37	8.4		
C. 1970-71	413	89.8	45	10.2		
D. 1971-72	400	86.4	60	13.6		
E. 1972-73	357	77.8	98	22.2		
F. 1973-74	306	66.5	148	33.5		
G. 1974-75	266	58.4	184	41.6		
H. 1975-76	251	55.2	198	44.3		
I. 1976-77	259	58.1	185	41.9		
J. 1977-78	192	46.4	236	53.6		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

- ● Phone: 695-3700
- ● Population as of Sept. 30, 1977: 361 which is 73.1 % of capacity. (Ponderated percent)
- Floor area: 29 000 sq. ft. or 23.0% of the site.

● Name of School: Briarwood Elementary

Address: 91 Sweet Briar Drive

Municipality: Beaconsfield

● Site Area (in square feet): 125 900

● When compared to the area of Vivian Graham's site, the largest site, it is 26.8 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 29 000

● The building is 15.1 percent of the site. ▨

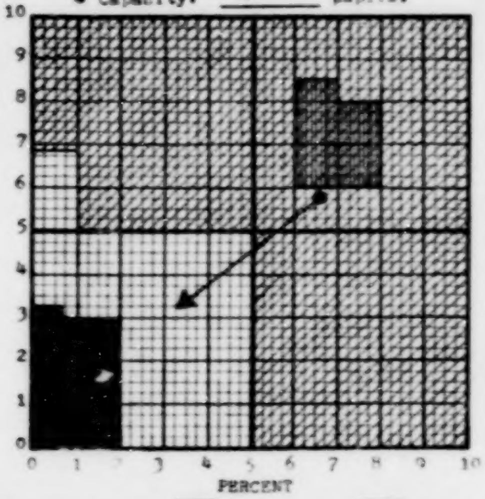
● Built in 1958 ; age of building: 19 years .

● Number of classrooms: 15

● Library: ☑ Gymnasium: ☑ ● Adjacent to high school: ☐

● Heating: Oil ☑ Electricity ☐

● Capacity: 472 pupils.



● Excess Area: ▨ Building: ■ (Foundation: 18 975 sq. ft.)

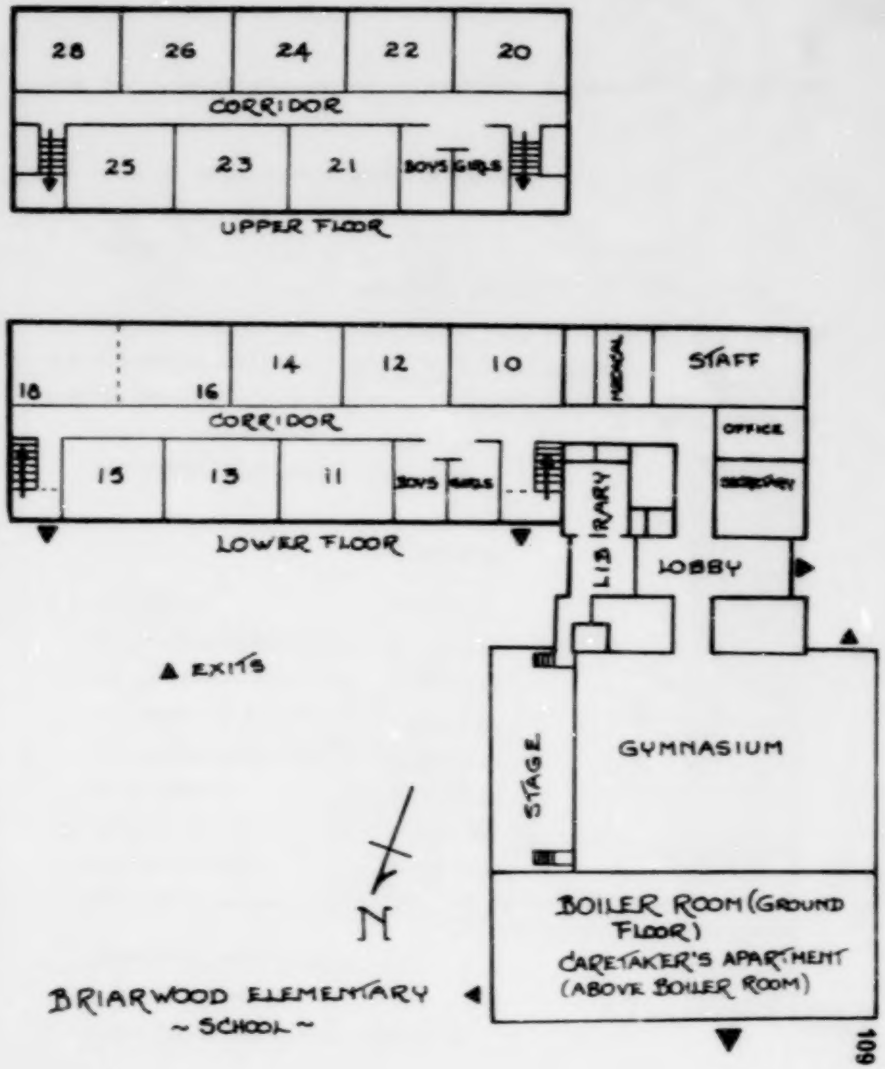
● Architectural Design

Two floors

- ☑ Traditional
- ☐ Modified Traditional
- ☐ Open Plan

● Per capita costs based upon pupil capacity: 146.87 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☑ French ☐ Balanced ☐ in 1977-78


28
26
24
22
20
CORRIDOR
25
23
21
BOYS
GIRLS
UPPER FLOOR
18
16
14
12
10
MEDICAL
STAFF
CORRIDOR
OFFICE
SECRETARY
15
13
11
BOYS
GIRLS
LIBRARY
LOBBY
LOWER FLOOR
▲ EXITS
STAGE
GYMNASIUM
N
BOILER ROOM (GROUND FLOOR)
CARETAKER'S APARTMENT (ABOVE BOILER ROOM)

BRIARWOOD ELEMENTARY ~ SCHOOL ~

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Briarwood

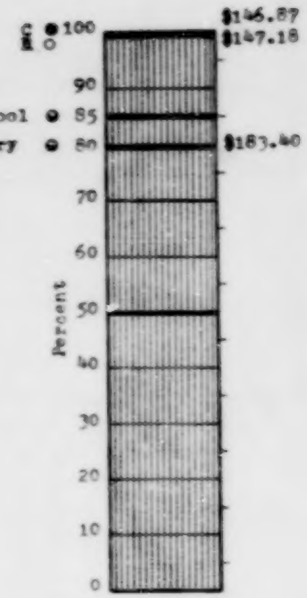
Capacity of School: 472

E: High School

E: Elementary

Fixed Costs Areas:

(a) Electricity:	$ 6610.29
(b) Heating (Oil):	$ 4744.83
(c) Telephone:	$ 954.17
(d) General Services:	$ 11400.42
(e) General Maintenance:	$ 13540.99
(f) Caretaking Services:	$ 28318.44
(g) Caretaking Supplies:	$ 3033.68
(h) Others:	$ 721.12
Total:	$ 69323.94



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 472 Pupils: ● $ 146.87

R ○ (2) Real = 99.8 % = 471 Pupils: ○ $ 147.18

E ● (3) Efficiency Factor = 80% (Elementary) = 378 Pupils: ● $ 183.40

85% (High School) = Pupils: ● $

Range:

●–○ Capacity to Real = $0.31

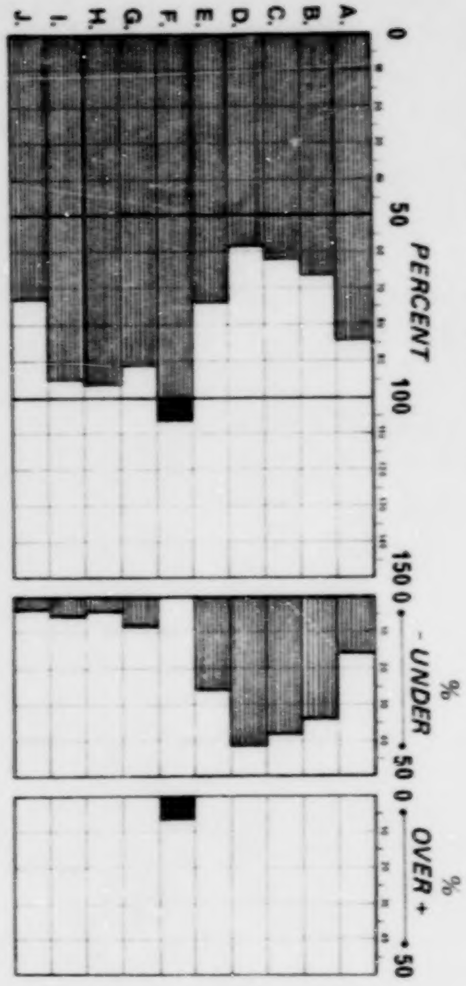
●–● Capacity to Efficiency Factor = $36.53

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Briarwood: capacity = 472 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	395	83.9	76	16.1		
B. 1969-70	314	66.3	159	33.7		
C. 1970-71	291	61.7	180	38.3		
D. 1971-72	277	58.3	197	41.7		
E. 1972-73	352	73.9	123	26.1		
F. 1973-74	514	106.4			31	6.4
G. 1974-75	427	91.1	42	8.9		
H. 1975-76	476	95.8	20	4.2		
I. 1976-77	471	94.9	24	5.1		
J. 1977-78	361	73.1	126	26.9		

Percentages influenced by Kindergarten enrollments

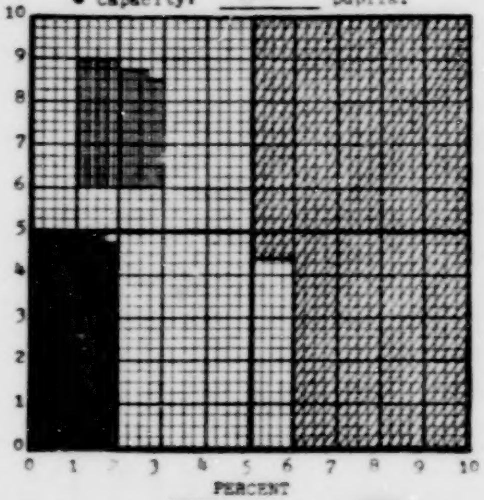
SITE

1977-78

- **Phone:** 695-2410
- **Population** as of Sept. 30, 1977: 367 which is 57.3 % of capacity. (Ponderated percent)

Floor area: 46 700 sq. ft. or 18.2% of the site.

- **Name of School:** Cedar Park Elementary
  Address: 17 Cedar Avenue
  Municipality: Pointe Claire
- **Site Area** (in square feet): 256 000
- **When compared** to the area of Vivian Graham's site, the largest site, it is 54.5 percent of it.
- Vivian Graham's area is 470 000 square feet.
- **Floor area** of building (in square feet): 46 700
- The building is 9.3 percent of the site. ■
- **Built in** 1921 ; age of building: 55 years .
- **Number of classrooms:** 22
- **Library:** ●   Gymnasium: ●   ● Adjacent to high school: ☐
- **Heating:** Oil ●   Electricity ☐
- **Capacity:** 674 pupils.



- **Excess Area:** ▨ Building: ■ (Foundation: 23 800 sq. ft.)

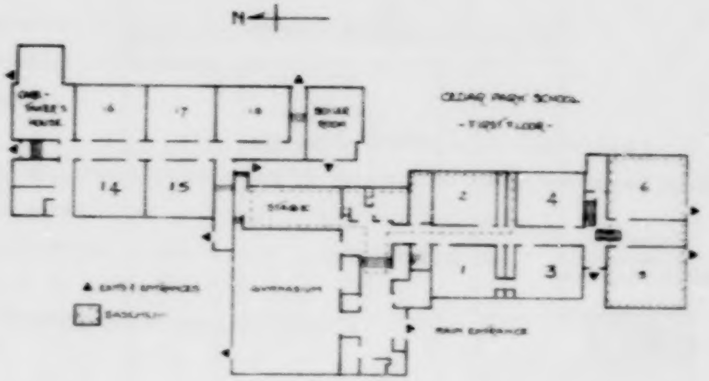
- **Architectural Design**

Two floors plus basement area

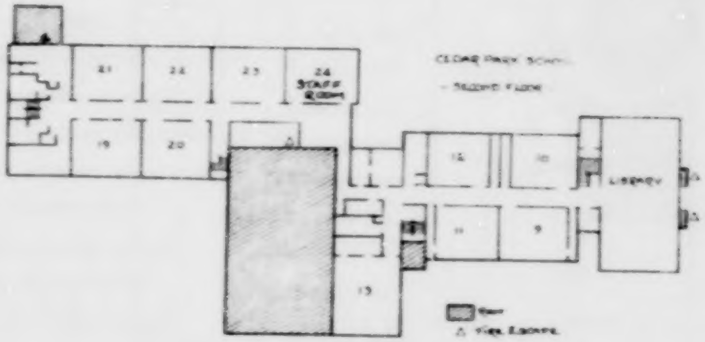
Traditional ●
Modified Traditional ☐
Open Plan ☐

- **Per capita** costs based upon pupil capacity: 136.30 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78



N
CEDAR PARK SCHOOL
- FIRST FLOOR -
14
15
2
4
6
1
3



CEDAR PARK SCHOOL
- SECOND FLOOR -
21
23
24
STAFF ROOM
19
20
13
9
LIBRARY

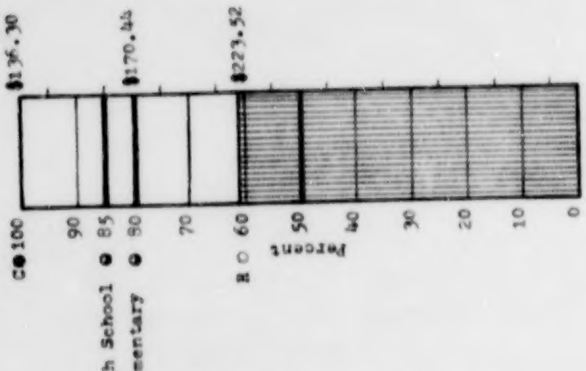
FIXED PER CAPITA COSTS: 1976 - 77

School: Cedar Park

Capacity of School: 674

Fixed Costs Areas:

(a) Electricity:	$ 4715.28
(b) Heating (Oil):	$ 8308.86
(c) Telephone:	$ 1415.96
(d) General Services:	$ 13760.79
(e) General Maintenance:	$ 19359.38
(f) Caretaking Services:	$ 38938.03
(g) Caretaking Supplies:	$ 4337.21
(h) Others:	$ 1030.98
Total:	$ 91866.49



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 674 Pupils: ● $136.30

R ○ (2) Real = 61.3 % = 411 Pupils: ○ $223.52

E ● (3) Efficiency Factor = 80% (Elementary) = 539 Pupils: ● $170.44

85% (High School) = Pupils: ● $

Range:

●—○ Capacity to Real = $ 87.22

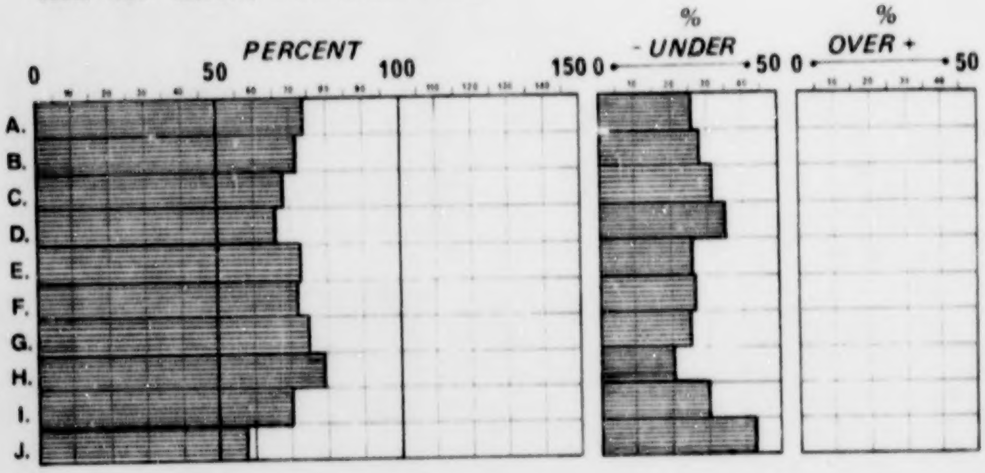
●—● Capacity to Efficiency Factor = $ 34.14

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Cedar Park: capacity = 674 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	524	74.3	173	25.7		
B. 1969-70	516	72.0	189	28.0		
C. 1970-71	492	68.1	215	31.9		
D. 1971-72	452	65.4	232	34.6		
E. 1972-73	470	73.2	179	26.8		
F. 1973-74	465	72.7	184	27.3		
G. 1974-75	473	75.1	169	24.9		
H. 1975-76	468	79.7	137	20.3		
I. 1976-77	411	70.2	201	29.8		
J. 1977-78	367	57.3	288	42.7		

Percentages influenced by Kindergarten enrollments

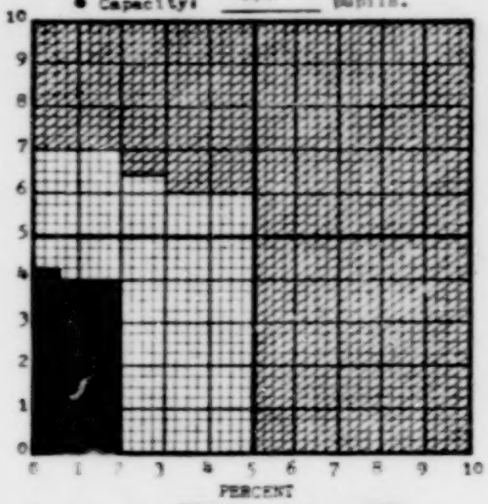
SITE
1977-78

- Name of School: Christmas Park Elementary
  Address: 422 Beaconsfield Blvd.
  Municipality: Beaconsfield

- Phone: 695-5217
- Site Area (in square feet): 152 400
- When compared to the area of Vivian Graham's site, the largest site, it is 32.4 percent of it.
- Vivian Graham's area is 470 000 square feet.
- Population as of Sept. 30, 1977: 448 which is 68.9 % of capacity. (Ponderated percent)
- Floor area of building (in square feet): 38 300
- The building is 25.1 percent of the site.
- Built in 1963; age of building: 14 years.
- Number of classrooms: 22
- Library: ● Gymnasium: ● Adjacent to high school: ☐
- Heating: Oil ● Electricity ☐

- Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78

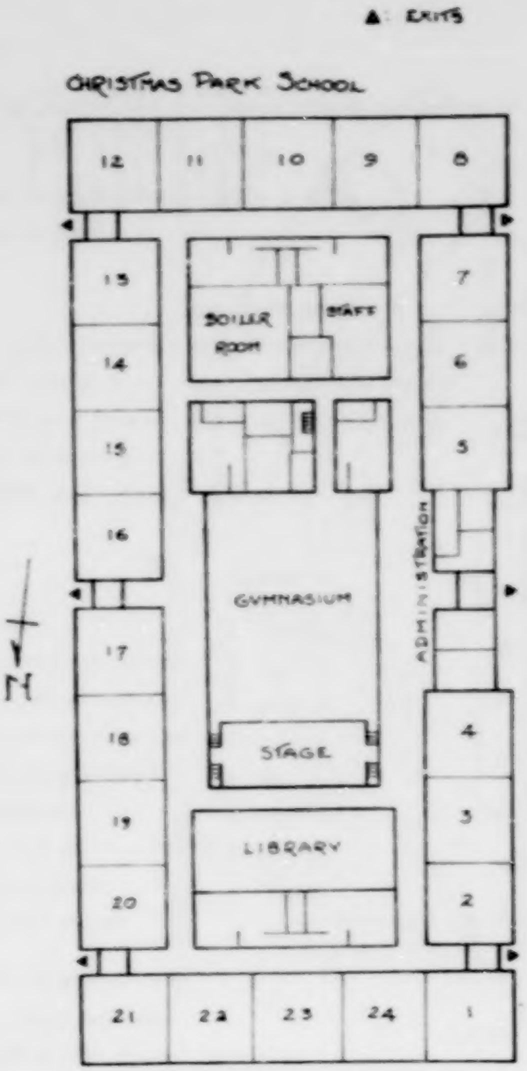
- Capacity: 674 pupils.



- Excess Area: ▨ Building: ■

- Architectural Design
  One floor
  Traditional ● Modified Traditional ☐ Open Plan ☐

- *Per capita* costs based upon pupil capacity: 114.17 dollars.'76-'77 (Excluding salaries of administrators and teachers).


▲: EXITS
CHRISTMAS PARK SCHOOL
12
11
10
9
8
13
14
15
16
17
18
19
20
7
6
5
4
3
2
BOILER ROOM
STAFF
GYMNASIUM
STAGE
LIBRARY
ADMINISTRATION
21
22
23
24
1
N

FIXED PER CAPITA COSTS: 1976 - 77

School: Christmas Park

Capacity of School: 674

Fixed Costs Areas:	
(a) Electricity:	$ 5512.67
(b) Heating (Oil):	$ 5236.67
(c) Telephone:	$ 1652.37
(d) General Services:	$ 13665.89
(e) General Maintenance:	$ 14757.56
(f) Caretaking Services:	$ 32031.92
(g) Caretaking Supplies:	$ 3306.23
(h) Others:	$ 785.91
Total:	$ 76949.22

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 674 Pupils: ● $ 114.17

R ○ (2) Real = 81.3 % = 548 Pupils: ○ $ 140.42

E ◒ (3) Efficiency Factor = 80% (Elementary) = 539 Pupils: ◒ $ 142.76

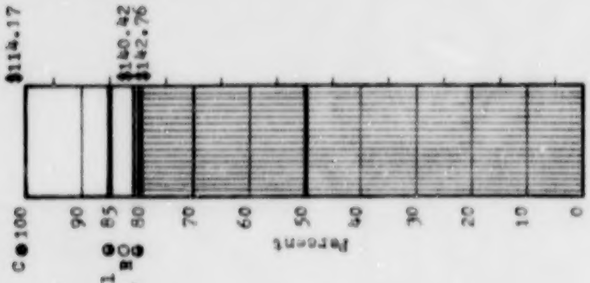
85% (High School) = Pupils: ◒ $

Range:

●─○ Capacity to Real = $26.25

●─◒ Capacity to Efficiency Factor = $ 28.59

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

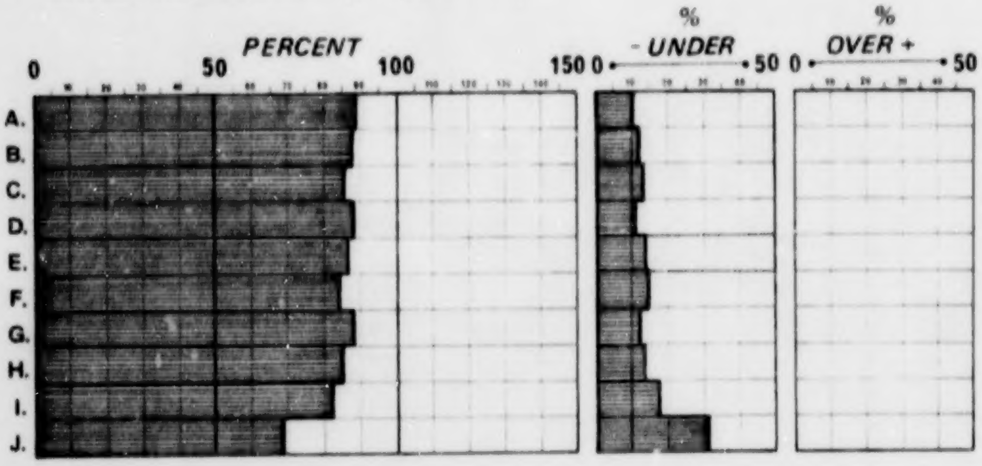


Real Population Compared to Capacity

Christmas Park: capacity = 674 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	608	89.0	75	11.0		
B. 1969-70	606	87.5	84	12.5		
C. 1970-71	587	84.4	105	15.6		
D. 1971-72	607	88.3	79	11.7		
E. 1972-73	594	86.8	89	13.2		
F. 1973-74	575	84.3	106	15.7		
G. 1974-75	557	87.1	87	12.9		
H. 1975-76	575	85.3	99	14.7		
I. 1976-77	548	82.5	118	17.5		
J. 1977-78	448	68.9	210	31.1		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

● Name of School: Dorion Gardens Elementary

Address: 186 - 8th Avenue

Municipality: Dorion

● Phone: 455-9803

● Site Area (in square feet): 289 400

● When compared to the area of Vivian Graham's site, the largest site, it is 61.6 percent of it.

● Population as of Sept. 30, 1977: 225 which is 61.1 % of capacity. (Ponderated percent)

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 22 000

● The building is 7.6 percent of the site.

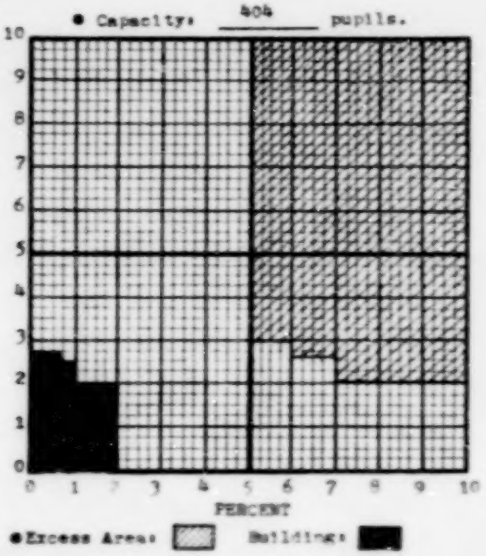
● Built in 1967 ; age of building: 10 years.

● Number of classrooms: 12

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating: Oil ☐ Electricity ●

● Capacity: 404 pupils.



● **Architectural Design**

One floor

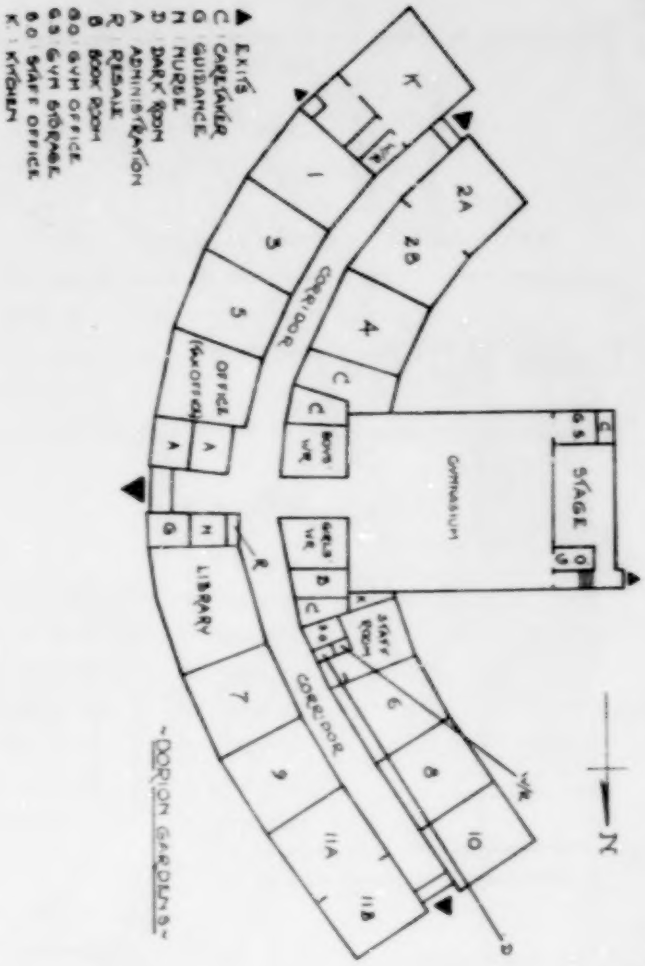
● Traditional

☐ Modified Traditional

☐ Open Plan

● Per capita costs based upon pupil capacity: 157.80 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☐ French ● Balanced ☐ in 1977-78



▲ EXITS
C CARETAKER
G GUIDANCE
N NURSE
D DARK ROOM
A ADMINISTRATION
R RESALE
B BOOK ROOM
G.O. GYM OFFICE
G.S. GYM STORAGE
S.O. STAFF OFFICE
K KITCHEN
K
W/R
2A
2B
1
3
5
4
C
C
BOYS' W/R
CORRIDOR
OFFICE (Gen.OFFICE)
A
A
GYMNASIUM
STAGE
G.S.
C
G.O.
GIRLS' W/R
B
C
STAFF ROOM
S.O.
R
N
G
LIBRARY
7
9
CORRIDOR
6
8
10
W/R
D
11A
11B
N
~DORION GARDENS~

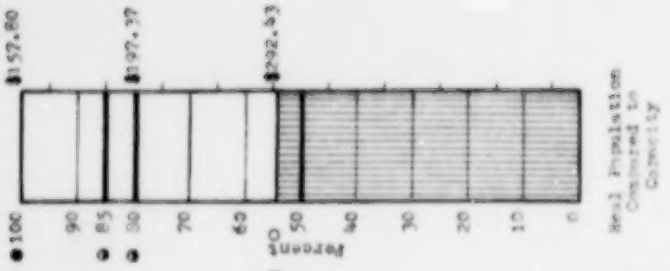
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Dorion Gardens

Capacity of School: 404

Fixed Costs Areas:

(a) Electricity:	$ 14466.26
(b) Heating (Oil):	$ --------
(c) Telephone:	$ 1134.33
(d) General Services:	$ 9118.57
(e) General Maintenance:	$ 11478.10
(f) Caretaking Services:	$ 24369.23
(g) Caretaking Supplies:	$ 2571.52
(h) Others:	$ 611.76
Total:	$ 63749.27



Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 404 Pupils: ● $ 157.80

R ○ (2) Real = 54.0 % = 218 Pupils: ○ $ 292.43

E ◒ (3) Efficiency Factor = 80% (Elementary) = 323 Pupils: ◒ $ 197.37

85% (High School) = Pupils: ◒ $

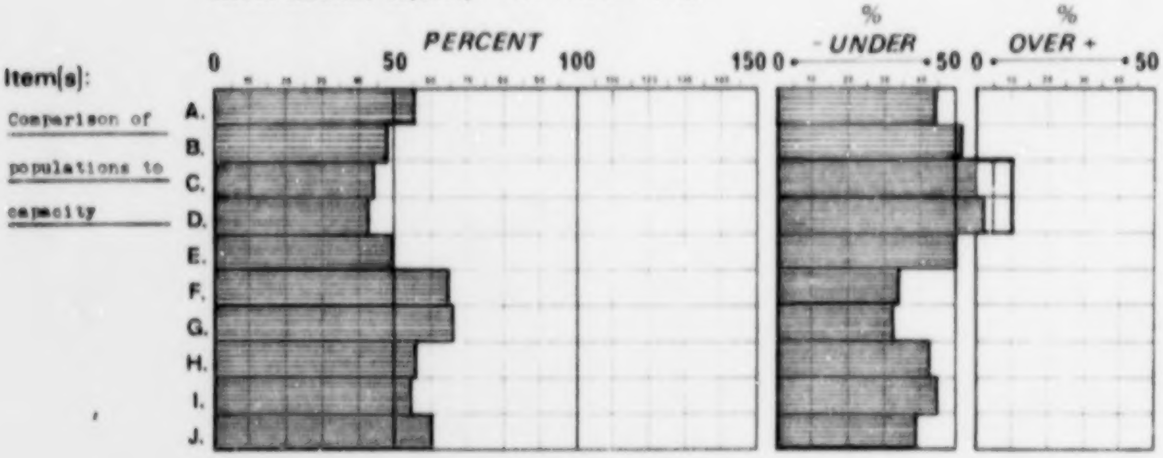
Range:

●–○ Capacity to Real = $ 134.63

●–◒ Capacity to Efficiency Factor = $ 39.57

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Dorion Gardens: capacity = 404 pupils = 100%



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	220	55.4	180	44.6		
B. 1969-70	192	48.3	209	51.7		
C. 1970-71	174	44.8	223	55.2		
D. 1971-72	172	42.8	232	57.2		
E. 1972-73	208	49.8	209	50.2		
F. 1973-74	272	65.8	130	34.2		
G. 1974-75	278	67.1	133	32.9		
H. 1975-76	242	56.9	174	43.1		
I. 1976-77	218	54.7	183	45.3		
J. 1977-78	225	61.1	157	38.9		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

● Name of School: Dorset Elementary

Address: 206 Dorset Road

Municipality: Baie d'Urfé

● Phone: 457-3631

● Site Area (in square feet): 360 860

● When compared to the area of Vivian Graham's site, the largest site, it is 76.8 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 30 000

● The building is 8.3 percent of the site.

● Built in 1959 ; age of building: 18 years.

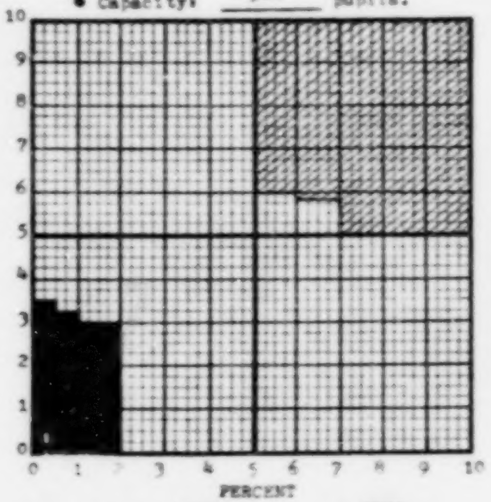
● Number of classrooms: 17

● Population as of Sept. 30, 1977: 351 which is 78.4 % of capacity. (Ponderated percent)

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating: Oil ● Electricity ☐

● Capacity: 504 pupils.



● Excess Area: ▨ Building: ■

● **Architectural Design**

One floor

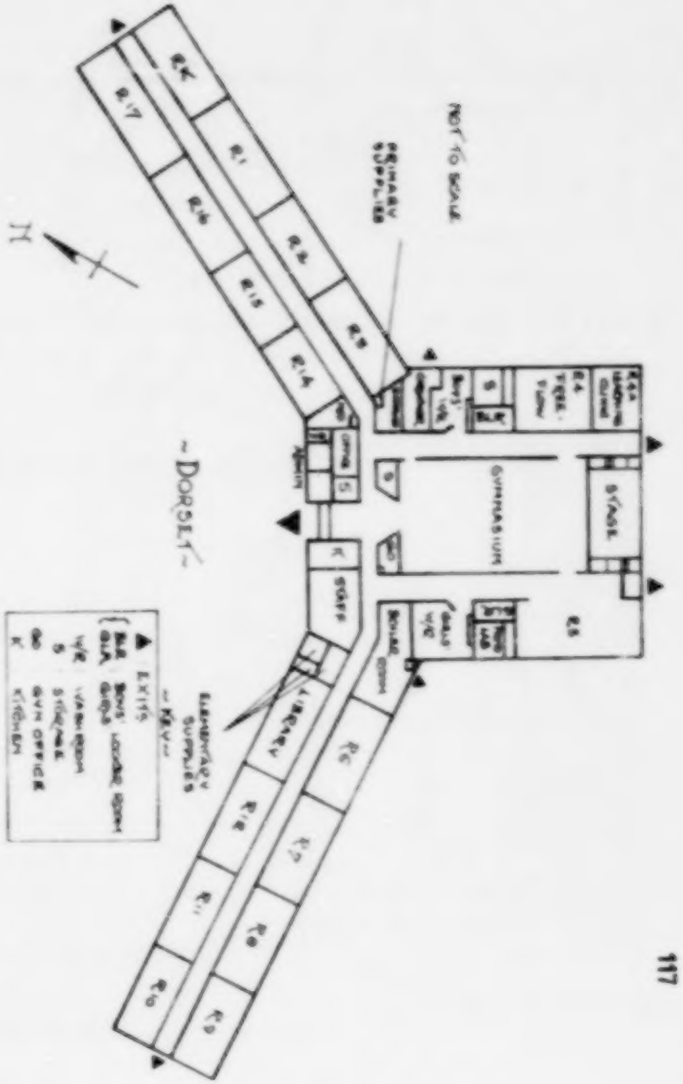
Traditional ●

Modified Traditional ☐

Open Plan ☐

● **Per capita** costs based upon pupil capacity: 125.02 dollars. '76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


NOT TO SCALE
PRIMARY SUPPLIES
R4A LEARNING CLINIC
R4 FREE-FLOW
STAGE
R5
GYMNASIUM
S
B.L.R.
G.L.R.
BOYS' W/R
GIRLS' W/R
BOILER ROOM
R3
R2
R1
RK
R14
R15
R16
R17
OFFICE
ADMIN
K
STAFF
LIBRARY
R6
R7
R8
R9
R12
R11
R10
GO
ELEMENTARY SUPPLIES
~DORSET~
N
~KEY~
▲ EXITS
B.L.R. BOYS' LOCKER ROOM
G.L.R. GIRLS' LOCKER ROOM
W/R WASHROOM
S STORAGE
GO GYM OFFICE
K KITCHEN

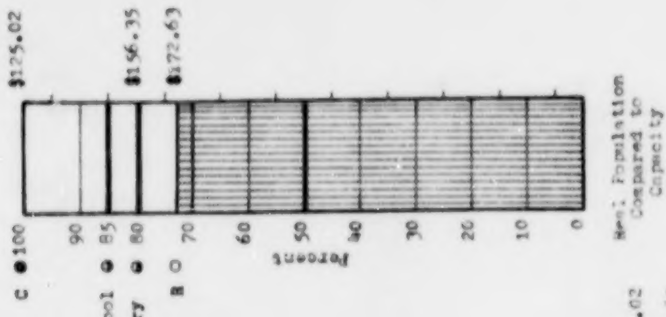
FIXED PER CAPITA COSTS: 1976 - 77

School: Dorset

Capacity of School: 504

Fixed Costs Areas:

(a) Electricity:	$ 5024.40
(b) Heating (Oil):	$ 4859.22
(c) Telephone:	$ 1102.70
(d) General Services:	$ 9536.72
(e) General Maintenance:	$ 11531.00
(f) Caretaking Services:	$ 27738.61
(g) Caretaking Supplies:	$ 2583.36
(h) Others:	$ 614.08
Total:	$ 63010.09



Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 504 Pupils: ● $ 125.02

R ○ (2) Real = 72.4 % = 365 Pupils: ○ $ 172.63

E ◐ (3) Efficiency Factor = 80% (Elementary) = 403 Pupils: ◐ $ 156.35

85% (High School) = Pupils: ◐ $

Range:

Capacity to Real = $ 47.61

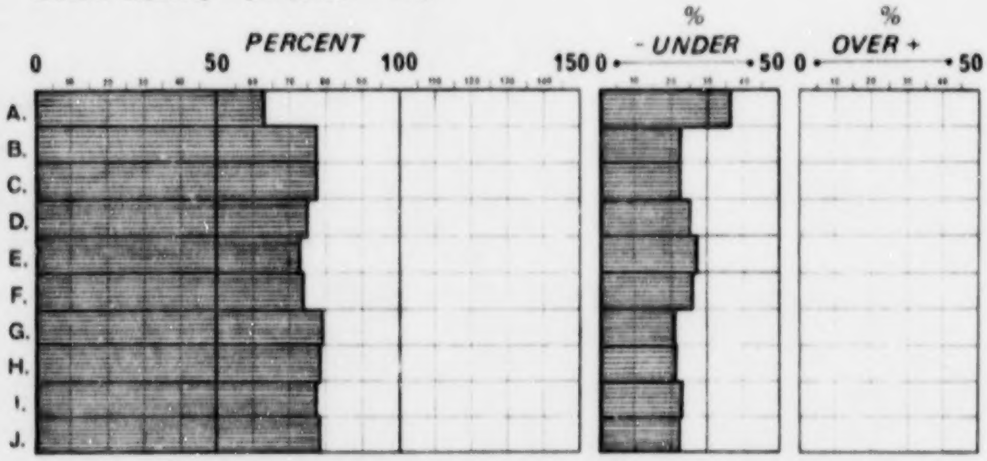
Capacity to Efficiency Factor = $ 31.33

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Dorset: capacity = 504 pupils = 100%

Item(s):

Comparison of populations to capacity



	TOTAL		UNDER		OVER	
ITEM	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
A. 1968-69	313	62.6	188	37.4		
B. 1969-70	400	77.8	112	22.2		
C. 1970-71	401	77.8	112	22.2		
D. 1971-72	381	74.6	128	25.4		
E. 1973-74	367	73.2	135	26.8		
F. 1973-74	370	74.0	131	26.0		
G. 1974-75	373	78.6	108	21.4		
H. 1975-76	371	78.8	107	21.2		
I. 1976-77	365	77.2	115	22.8		
J. 1977-78	351	78.2	109	21.8		

Percentages influenced by Kindergarten enrolments

SITE

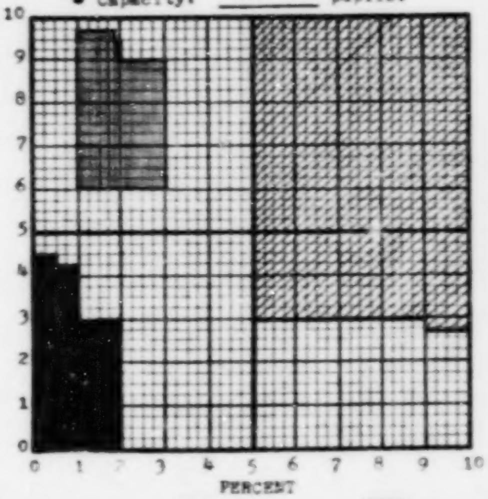
1977-78

- **Name of School:** Edgewater Elementary
- **Address:** 220 Cardinal Leger Blvd.
- **Municipality:** Pincourt

- **Phone:** 453-4534
- **Site Area (in square feet):** 304 000
- **When compared to the area of Vivian Graham's site, the largest site, it is** 64.7 **percent of it.**
- **Population as of Sept. 30, 1977:** 284 which is 60.1 % of capacity. (Ponderated percent)
- **Vivian Graham's area is 470 000 square feet.**
- **Floor area of building (in square feet):** 34 800
- **The building is** 10.5 **percent of the site.** ▨
- **Built in** 1964 **; age of building:** 13 years.
- **Number of classrooms:** 16
- **Library:** ● **Gymnasium:** ● **Adjacent to high school:** ☐
- **Heating:** Oil ● Electricity ☐

Floor area: 34 800 sq. ft. or 11.4% of the site.

- **Capacity:** 494 pupils.



- **Excess Area:** ▨ Building: ■ (Foundation: 31 800 sq. ft.)

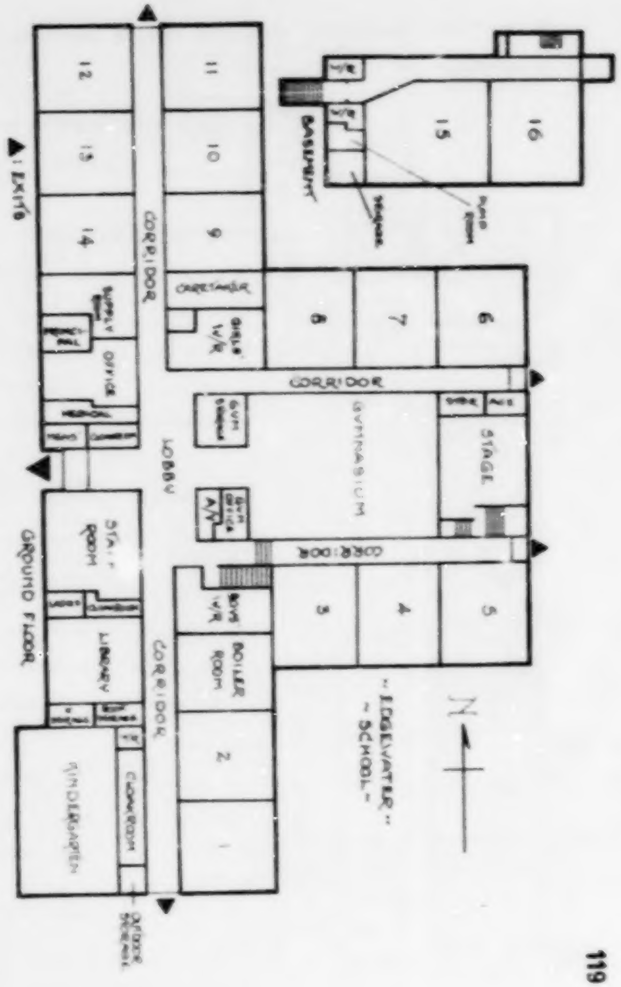
- **Architectural Design**

  One floor plus basement

  Traditional ●
  Modified Traditional ☐
  Open Plan ☐

- **Per capita** costs based upon pupil capacity: 133.41 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☐ French ☐ Balanced ● in 1977-78


16
15
PUMP ROOM
STORAGE
W/R
W/R
BASEMENT
6
7
8
STAGE
GYMNASIUM
CORRIDOR
CORRIDOR
5
4
3
GYM STORAGE
GYM OFFICE
A/V
BOYS' W/R
BOILER ROOM
2
1
11
10
9
CARETAKER
GIRLS' W/R
LOBBY
CORRIDOR
CORRIDOR
12
13
14
SUPPLY ROOM
PRINCIPAL
OFFICE
MEDICAL
STAFF ROOM
LIBRARY
CLOAKROOM
OUTDOOR STORAGE
KINDERGARTEN
GROUND FLOOR
▲: EXITS
N
- EDGEWATER -
- SCHOOL -

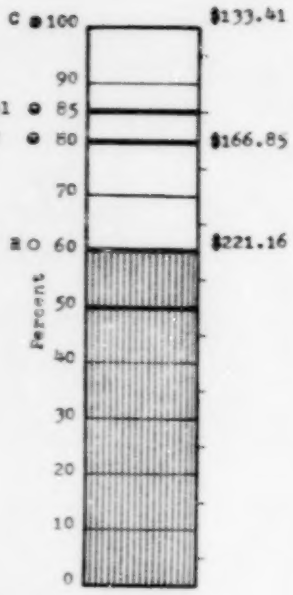
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Edgewater

Capacity of School: 494

Fixed Costs Areas:

(a) Electricity:	$ 4025.45
(b) Heating (Oil):	$ 5331.14
(c) Telephone:	$ 1195.88
(d) General Services:	$ 10671.40
(e) General Maintenance:	$ 12218.62
(f) Caretaking Services:	$ 29075.25
(g) Caretaking Supplies:	$ 2737.42
(h) Others:	$ 650.70
Total:	$ 65905.86



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 494 Pupils: ● $ 133.41

R ○ (2) Real = 60.3 % = 298 Pupils: ○ $ 221.16

E ● (3) Efficiency Factor = 80% (Elementary) = 395 Pupils: ● $ 166.85

85% (High School) = Pupils: ● $

Range:

●–○ Capacity to Real = $ 87.75

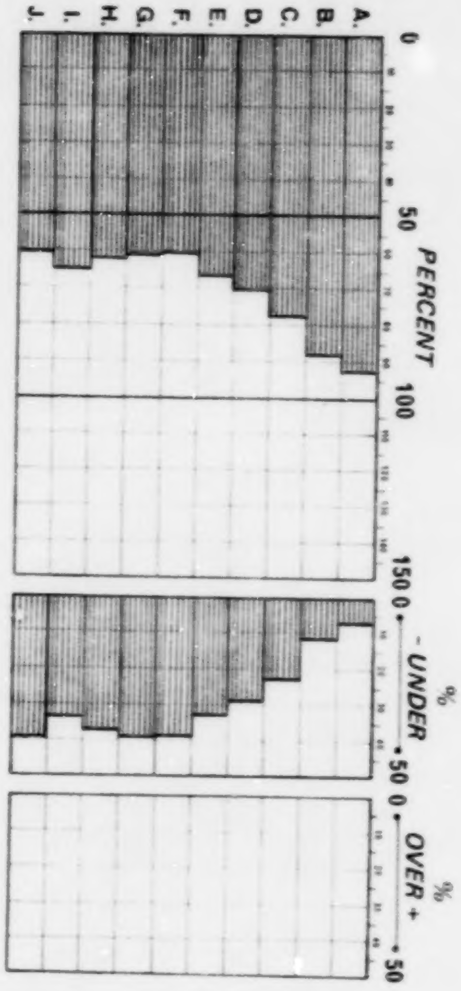
●–● Capacity to Efficiency Factor = $ 33.44

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Edgewater: Capacity — 494 pupils — 100%

Item(s):

Comparison of populations to capacity



	TOTAL		UNDER		OVER	
ITEM	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
A. 1968-69	481	92.5%	13	7.5%		
B. 1969-70	458	88.1%	36	11.9%		
C. 1970-71	408	77.5%	86	22.5%		
D. 1971-72	365	70.4%	129	29.6%		
E. 1972-73	333	67.0%	161	33.0%		
F. 1973-74	292	60.1%	202	39.9%		
G. 1974-75	296	60.7%	198	39.3%		
H. 1975-76	305	62.1%	189	37.9%		
I. 1976-77	298	66.2%	196	33.8%		
J. 1977-78	284	60.1%	210	39.9%		

SITE

1977-78

- Phone: 626-7880

- Population as of Sept. 30, 1977: 449 which is 69.4 % of capacity. (Ponderated percent)

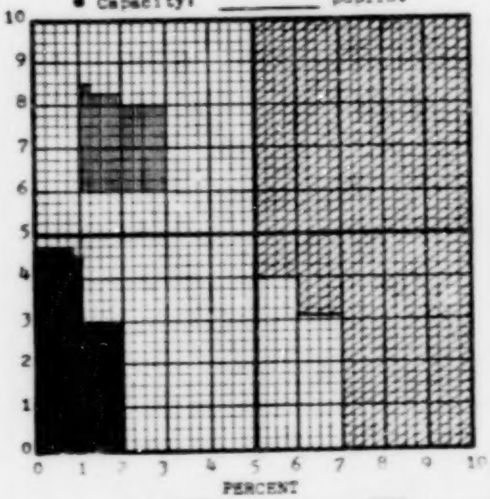
Floor area: 36 300 sq. ft. or 13.5% of the site.

- Name of School: Greendale Elementary

Address: 4381 King Street

Municipality: Pierrefonds

- Site Area (in square feet): 268 400
- When compared to the area of Vivian Graham's site, the largest site, it is 57.1 percent of it.
- Vivian Graham's area is 470 000 square feet.
- Floor area of building (in square feet): 36 300
- The building is 7.6 percent of the site. ▩
- Built in 1967 ; age of building: 10 years.
- Number of classrooms: 22
- Library: ● Gymnasium: ● Adjacent to high school: ☐
- Heating: Oil ● Electricity ☐
- Capacity: 664 pupils.



- Excess Area: ▨ Building: ■ (Foundation: 20 300 sq. ft.)

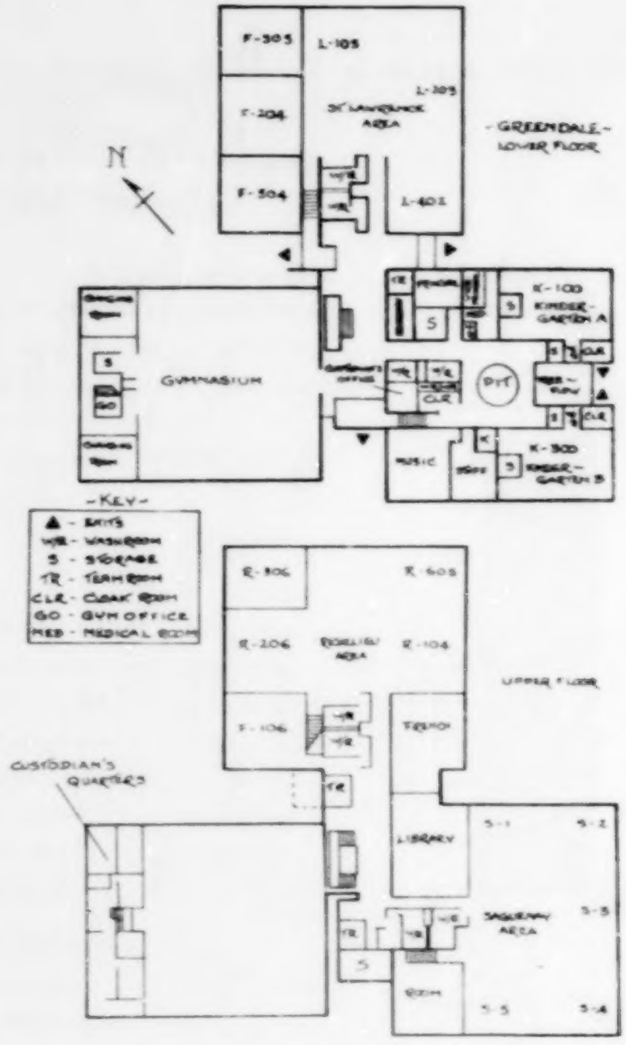
- **Architectural Design**

Two floors

Traditional ☐ Modified Traditional ☐ Open Plan ●

- **Per capita** costs based upon pupil capacity: 118.31 dollars, '76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


N
F-305
L-105
F-204
L-305
ST LAWRENCE AREA
F-504
L-401
- GREENDALE -
LOWER FLOOR
GYMNASIUM
S
GO
K-100
KINDER-GARTEN A
S
TR
CLR
PIT
MUSIC
K-300
KINDER-GARTEN B
- KEY -
▲ - EXITS
WR - WASHROOM
S - STORAGE
TR - TEAM ROOM
CLR - CLOAK ROOM
GO - GYM OFFICE
MED - MEDICAL ROOM
R-306
R-605
R-206
R-104
F-106
UPPER FLOOR
CUSTODIAN'S QUARTERS
LIBRARY
S-1
S-2
S-3
S-5
S-4
SAGUENAY AREA
WR

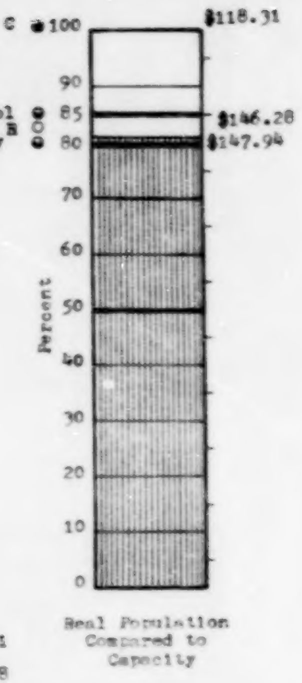
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Greendale

Capacity of School: 664

Fixed Costs Areas:

(a) Electricity:	$ 7406.81
(b) Heating (Oil):	$ 6185.14
(c) Telephone:	$ 1520.76
(d) General Services:	$ 13437.38
(e) General Maintenance:	$ 12747.57
(f) Caretaking Services:	$ 33722.33
(g) Caretaking Supplies:	$ 2855.92
(h) Others:	$ 676.87
Total:	$ 78554.78



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 664 Pupils: ● $118.31

R ○ (2) Real = 80.9 % = 537 Pupils: ○ $146.28

E ● (3) Efficiency Factor = 80% (Elementary) = 531 Pupils: ● $147.94

85% (High School) = Pupils: ● $

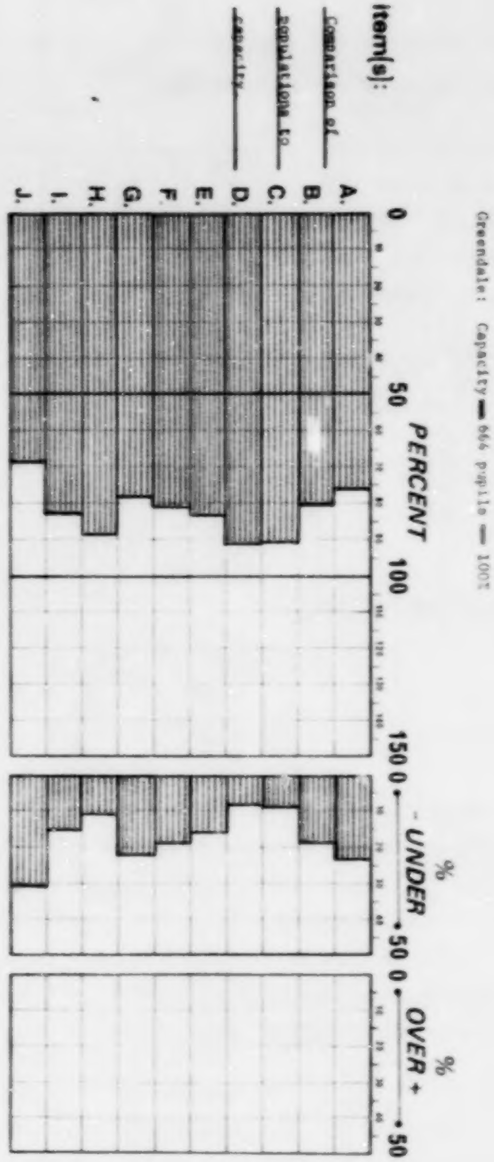
Range:

●–○ Capacity to Real = $27.97

●–● Capacity to Efficiency Factor = $29.63

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Greendale: Capacity — 664 pupils — 100%



	ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A.	1968-69	538	76.8%	126	23.2%		
B.	1969-70	572	80.9%	92	19.1%		
C.	1970-71	629	91.0%	35	9.0%		
D.	1971-72	632	91.1%	32	8.9%		
E.	1972-73	577	83.7%	87	16.3%		
F.	1973-74	559	81.0%	105	19.0%		
G.	1974-75	546	78.2%	118	21.8%		
H.	1975-76	608	89.3%	56	10.7%		
I.	1976-77	537	83.4%	127	16.6%		
J.	1977-78	449	69.4%	215	30.6%		

SITE

1977-78

The Elementary Section is 36% of The Capacity

● Phone: 458-5357

● Population as of Sept. 30, 1977: 185

which is 80.0 % of capacity.
(Ponderated percent; elementary wing only)

Floor area: 60 000 sq. ft. or 9.9% of the site.

● Name of School: Hudson Elementary (in Hudson High School)

Address: St. Charles Road

Municipality: Hudson

● Site Area (in square feet): 323 000

● When compared to the area of Vivian Graham's site, the largest site, it is 68.7 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 60 000

● The building is 9.9 percent of the site. ▨

● Built in 1919 ; age of building: 58 years.

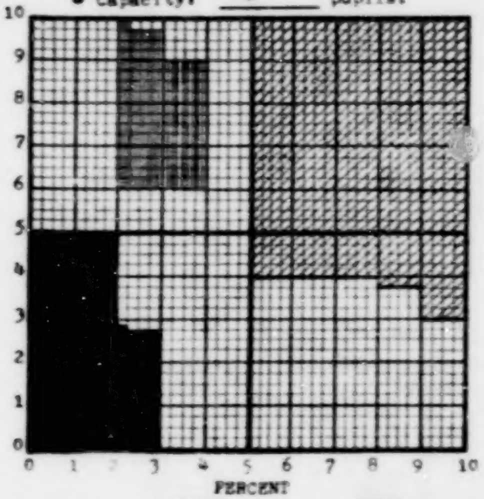
● Number of classrooms: 7 (1977-78)

● Library: ● Gymnasium: ●

● Heating: Oil ● Electricity ☐

Shared facilities
● Adjacent to high school: HHS ●

● Capacity: 250 pupils.



● Excess Area: ▨ Building: ■ (Foundation: 32 000 sq.ft.)

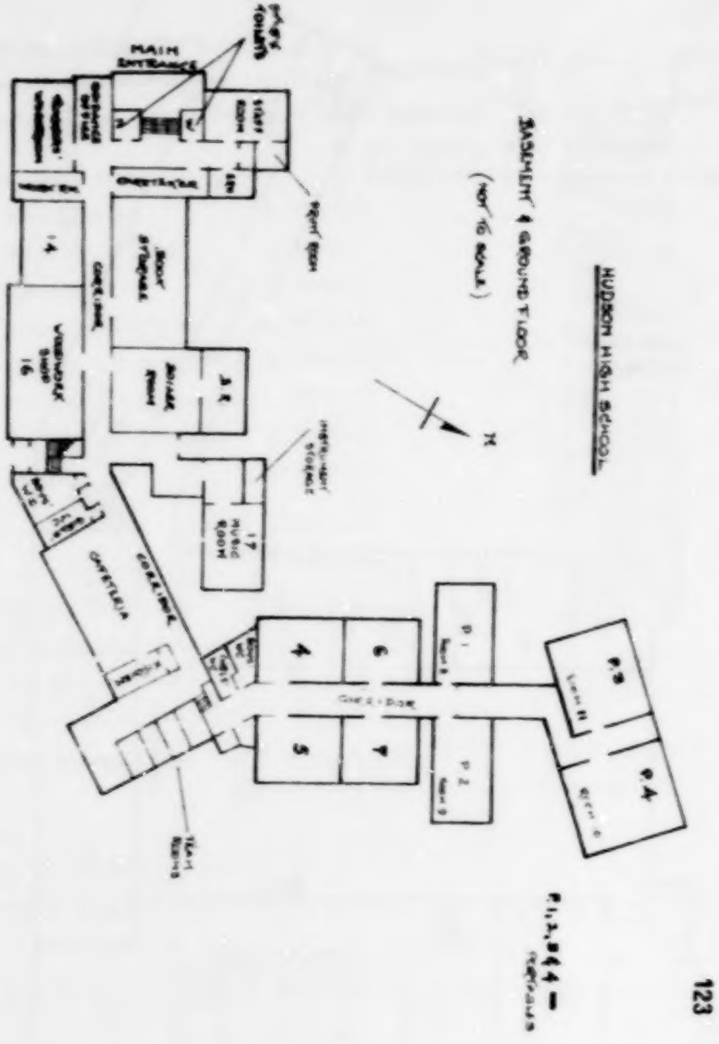
● **Architectural Design**

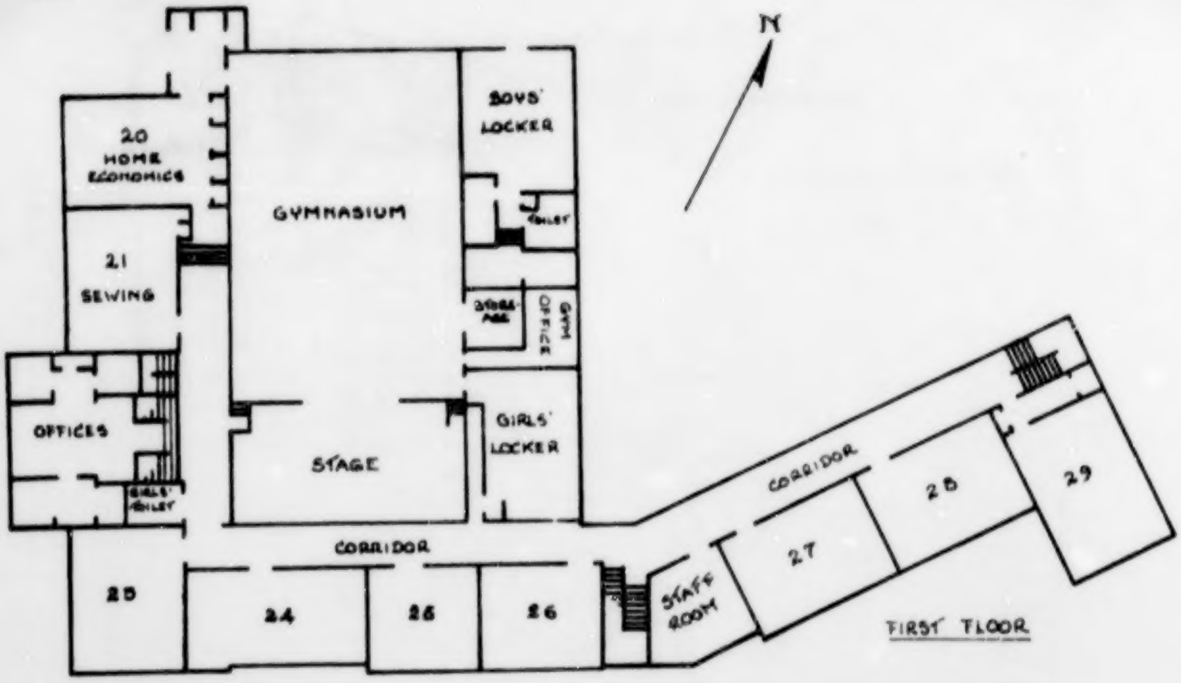
Two floors and basement area

● Traditional ☐ Modified Traditional ☐ Open Plan

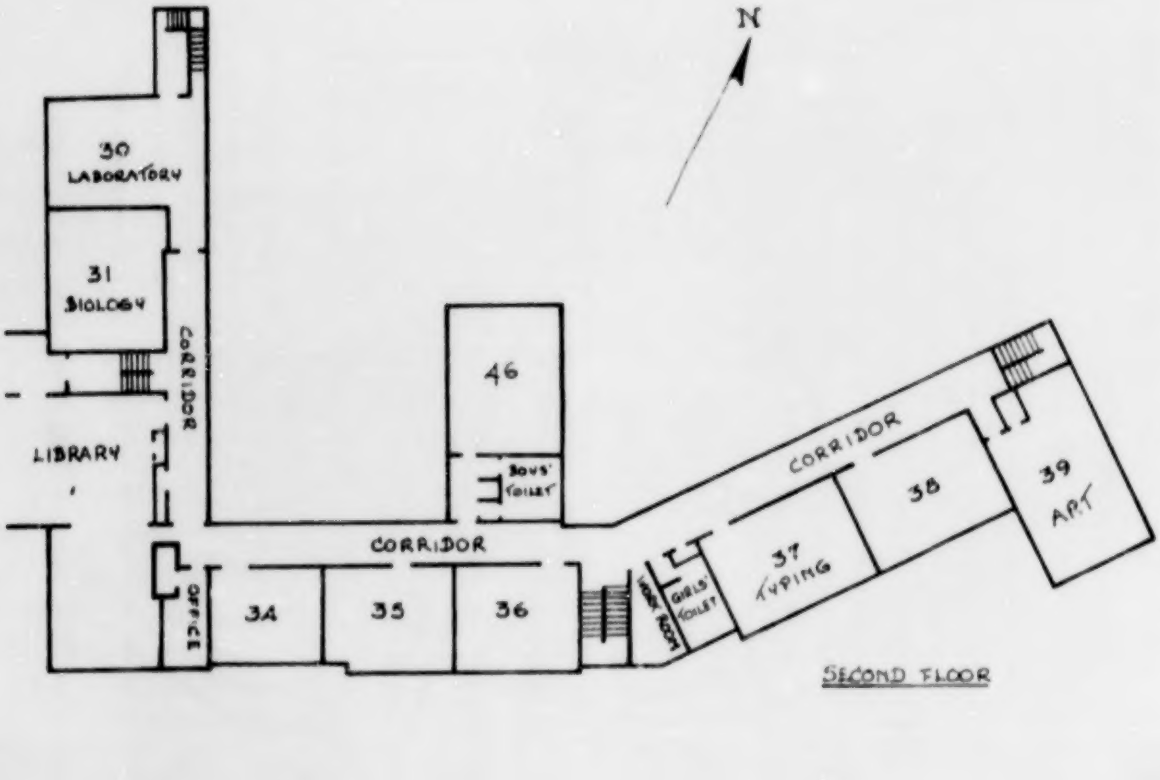
● Per capita costs based upon pupil capacity: 179.35 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


HUDSON HIGH SCHOOL
BASEMENT & GROUND FLOOR
(NOT TO SCALE)
N
P.1
P.2
P.3
P.4
6
7
4
5
CORRIDOR
TEAM ROOMS
17 MUSIC ROOM
INSTRUMENT STORAGE
PRINT ROOM
STAFF TOILETS
STAFF ROOM
MAIN ENTRANCE
B.R.
BOILER ROOM
BOOK STORAGE
CORRIDOR
CORRIDOR
CAFETERIA
GUIDANCE OFFICE
14
WOODWORK SHOP 16
P.1,2,3&4 — PORTABLES


N
20
HOME
ECONOMICS
21
SEWING
OFFICES
GIRLS' TOILET
GYMNASIUM
STAGE
BOYS' LOCKER
TOILET
STORAGE
GYM OFFICE
GIRLS' LOCKER
CORRIDOR
23
24
25
26
STAFF ROOM
27
28
29

FIRST FLOOR


N
30
LABORATORY
31
BIOLOGY
CORRIDOR
LIBRARY
OFFICE
34
35
36
46
BOYS' TOILET
CORRIDOR
WORK ROOM
GIRLS' TOILET
37
TYPING
38
39
ART

SECOND FLOOR

FIXED PER CAPITA COSTS: 1976 - 77

School: Hudson Elementary (in Hudson High School)

Capacity of School: 250 (36% of Total Capacity)

E: High School ◐ 85

E: Elementary ◐ 80

Fixed Costs Areas:

(a) Electricity:	$ 8815.03
(b) Heating (Oil):	$ 7025.58
(c) Telephone:	$ 3195.00
(d) General Services:	$ 18657.92
(e) General Maintenance:	$ 25918.30
(f) Caretaking Services:	$ 53428.83
(g) Caretaking Supplies:	$ 6126.60
(h) Others:	$ 1380.28
Total:	$124547.54
or 36%	$ 44837.11

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 250 Pupils: ● $ 179.35

R ○ (2) Real = 92.4 % = 231 Pupils: ○ $ 194.10

E ◐ (3) Efficiency Factor = 80% (Elementary) = 200 Pupils: ◐ $224.19

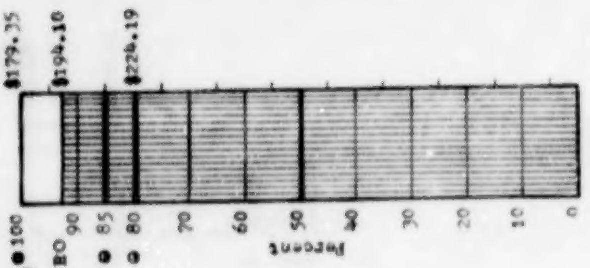
85% (High School) = Pupils: ◐ $

Range:

●—○ Capacity to Real = $14.75

●—◐ Capacity to Efficiency Factor = $44.84

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

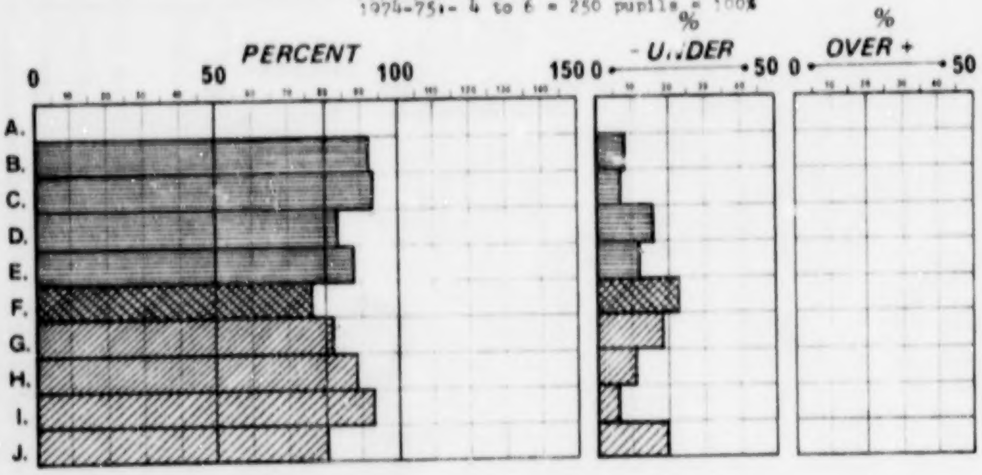


Real Population Compared to Capacity

Hudson Elementary: capacity: 1969-73:- Kindergarten to 6 = 250 pupils = 100%
1973-74:- 1 to 6 = 250 pupils = 100%
1974-75:- 4 to 6 = 250 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	No data available					
B. 1969-70	254	92.0	22	8.0		
C. 1970-71	258	92.8	41	7.2		
D. 1971-72	218	83.6	56	16.4		
E. 1972-73	236	88.0	27	12.0		

ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
F. 1973-74	193	77.2	46	22.8		
G. 1974-75	204	81.6	46	18.4		
H. 1975-76	222	88.8	28	11.2		
I. 1976-77	231	92.4	19	7.6		
J. 1977-78	185	80.0	50	20.0		

Percentages influenced by Kindergarten enrollments

SITE
1977-78

● Name of School: Lakeside Heights Elementary
Address: 165 St. Louis Avenue
Municipality: Pointe Claire

● Phone: 697-3420

● Site Area (in square feet): 200 000

● When compared to the area of Vivian Graham's site, the largest site, it is 42.6 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Population as of Sept. 30, 1977: 538 which is 76.2 % of capacity.

● Floor area of building (in square feet): 42 000

● The building is 18.9 percent of the site. ▥

● Built in 1954 ; age of building: 23 years .

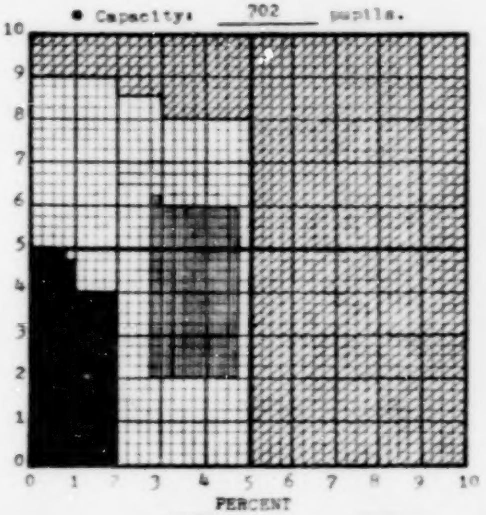
● Number of classrooms: 24

● Library: ● Gymnasium: ● ● Adjacent to high school: JRHS ●

● Heating: Oil ● Electricity ☐

Floor area: 42 000 sq. ft. or 21.0% of the site.

● Capacity: 702 pupils.



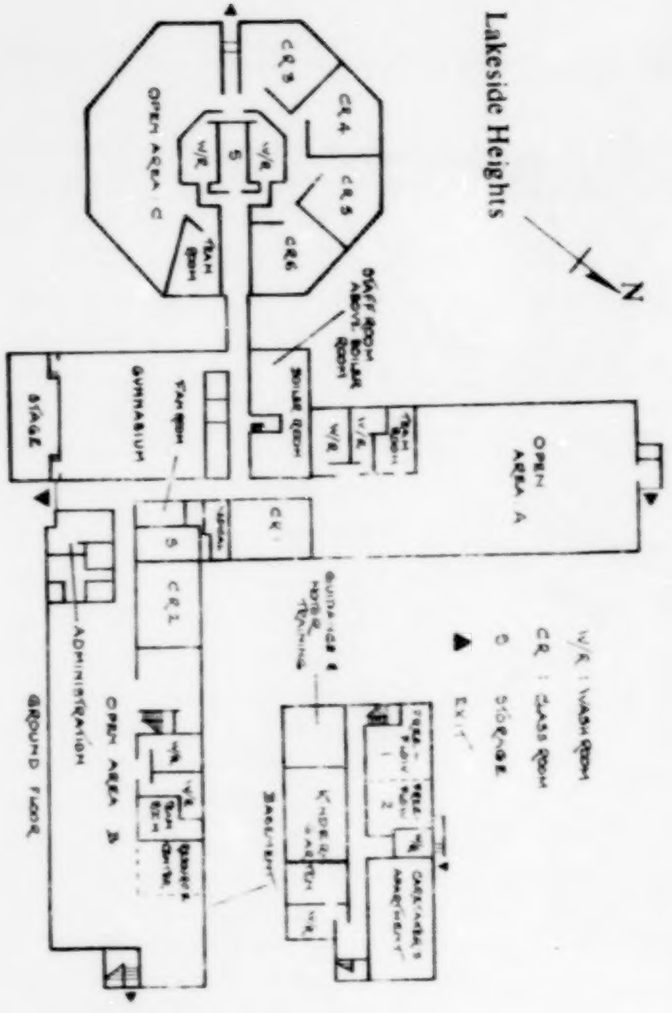
● Excess Area: ▨ Building: ■ (Foundation: 37 800 sq. ft.)

● **Architectural Design**
One floor and basement area
Traditional ☐
Modified Traditional ●
Open Plan ☐

● Per capita costs based upon pupil capacity: 112.60 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78

Lakeside Heights



N
W/R : WASH ROOM
CR : CLASS ROOM
S : STORAGE
▲ EXIT
OPEN AREA A
TEAM ROOM
W/R
W/R
STAFF ROOM ABOVE BOILER ROOM
BOILER ROOM
CR 4
CR 5
CR 3
CR 6
W/R
S
W/R
TEAM ROOM
OPEN AREA C
CR 1
TEAM ROOM
GYMNASIUM
STAGE
S
CR 2
W/R
W/R
TEAM ROOM
RESOURCE CENTER
OPEN AREA B
ADMINISTRATION
GROUND FLOOR
GUIDANCE & MOTOR TRAINING
FREE FLOW 1
FREE FLOW 2
W/R
CARETAKER'S APARTMENT
KINDERGARTEN
W/R
BASEMENT

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Lakeside Heights

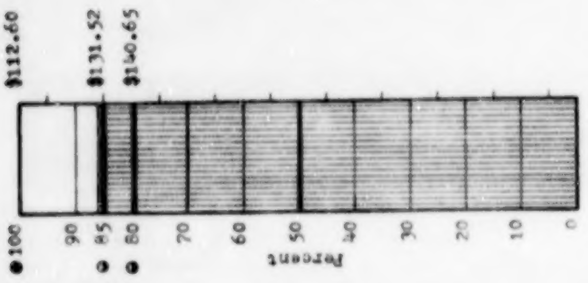
Capacity of School: 702

R ○ E: High School ◐ 85

E: Elementary ◐ 80

Fixed Costs Areas:

(a) Electricity:	$ 7250.48
(b) Heating (Oil):	$ 8886.76
(c) Telephone:	$ 1781.11
(d) General Services:	$ 9888.04
(e) General Maintenance:	$ 13540.99
(f) Caretaking Services:	$ 33943.32
(g) Caretaking Supplies:	$ 3033.67
(h) Others:	$ 721.12
Total:	$ 79045.49



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 702 Pupils: ● $ 112.60

R ○ (2) Real = 85.6 % = 601 Pupils: ○ $ 131.52

E ◐ (3) Efficiency Factor = 80% (Elementary) = 562 Pupils: ◐ $ 140.65

85% (High School) = Pupils: ◐ $

Range:

●–○ Capacity to Real = $ 18.92

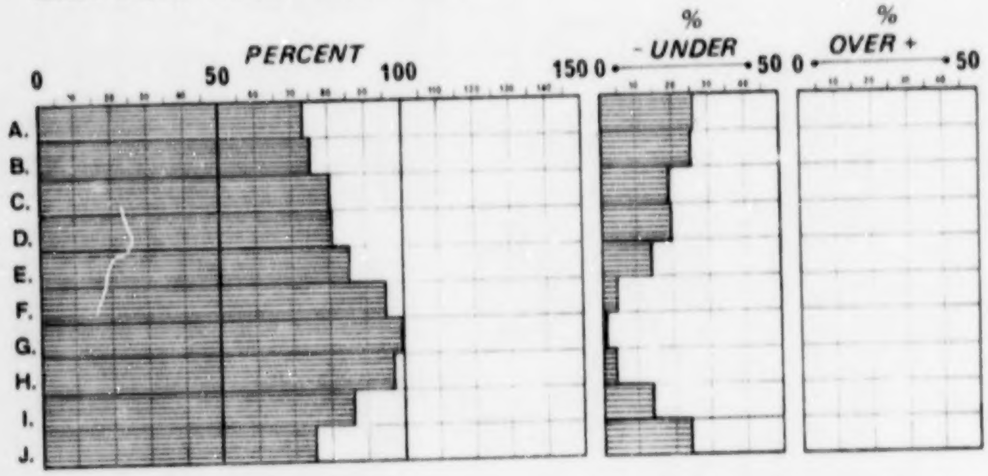
●–◐ Capacity to Efficiency Factor = $ 28.05

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Lakeside Heights: Capacity = 702 pupils = 100%

Item(s):

Comparison of populations to capacity.



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	538	73.7%	164	26.3%		
B. 1969-70	563	74.4%	139	25.6%		
C. 1970-71	606	80.3%	96	19.7%		
D. 1971-72	608	80.9%	94	19.1%		
E. 1972-73	592	85.8%	110	14.2%		
F. 1973-74	656	95.9%	46	4.1%		
G. 1974-75	686	99.9%	16	.1%		
H. 1975-76	685	97.0%	17	3.0%		
I. 1976-77	601	86.5%	101	13.5%		
J. 1977-78	538	76.2%	164	23.8%		

Percentages influenced by Kindergarten.

SITE

1977-78

● Name of School: Mount Pleasant Elementary

Address: Mount Pleasant Road

Municipality: Hudson

● Phone: 458-5806

● Site Area (in square feet): 325 968

● When compared to the area of Vivian Graham's site, the largest site, it is 69.2 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 12 000 plus 4 portables

● The building is 3.8 percent of the site. ▮

● Built in 1953 ; age of building: 24 years .

● Number of classrooms: 7 + 4 portables

● Population as of Sept. 30, 1977: 318 which is 97.5 % of capacity. (Ponderated percent)

● Library: ☉

● Heating: ☉

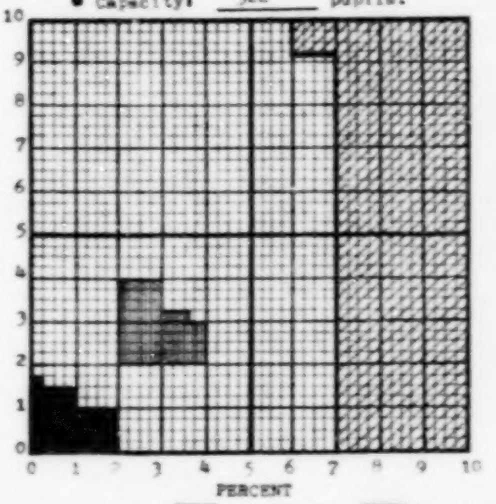
Floor area of permanent building: 12 000011 sq. ft. or 3.7% of the site.

Gymnasium: Inadequate for senior elementary pupils ☒

Electricity ☐

● Adjacent to high school: ☐

● Capacity: 322 pupils.



● Excess Area: ▨ Building: ■ (Foundation, with portables: 14 800 sq. ft.)

● **Architectural Design**

One floor: four portables added

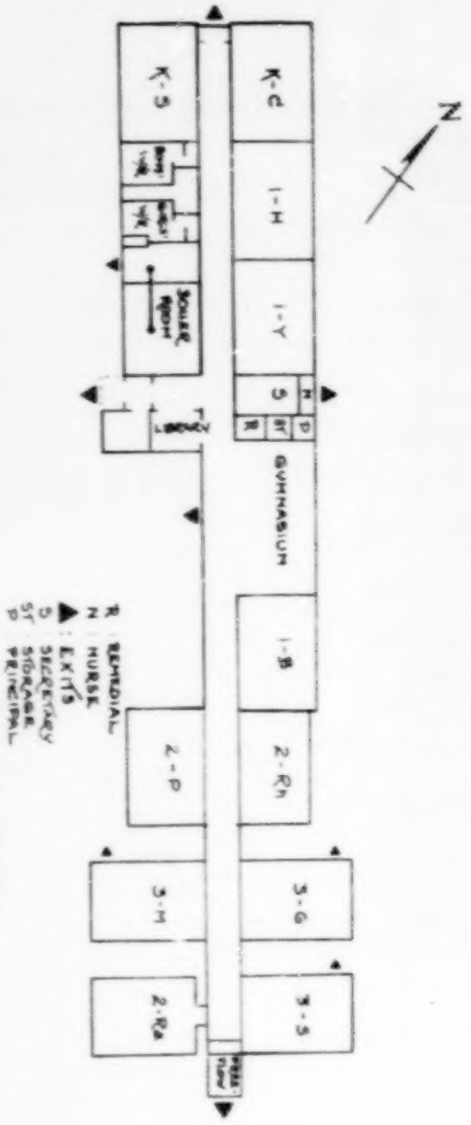
Traditional ☉

Modified Traditional ☐

Open Plan ☐

● Per capita costs based upon pupil capacity: 110.72 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☉ French ☐ Balanced ☐ in 1977-78


N
K-C
1-H
1-Y
S
N
P
ST
R
GYMNASIUM
1-B
2-Rh
3-G
3-S
K-S
BOILER ROOM
LIBRARY
2-P
3-M
2-Ra
R : REMEDIAL
N : NURSE
▲ : EXITS
S : SECRETARY
ST : STORAGE
P : PRINCIPAL

MOUNT PLEASANT

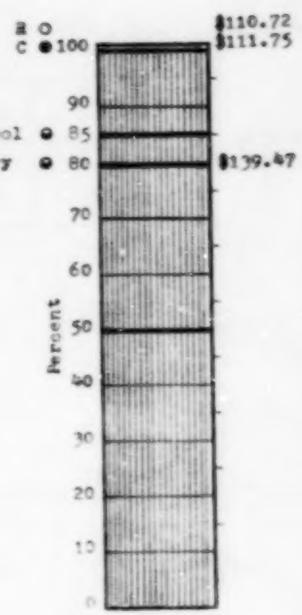
FIXED PER CAPITA COSTS: 1976 - 77

School: Mount Pleasant

Capacity of School: 322

Fixed Costs Areas:

(a) Electricity:	$ 3295.09
(b) Heating (Oil):	$ 2396.75
(c) Telephone:	$ 1224.19
(d) General Services:	$ 5038.11
(e) General Maintenance:	$ 7087.86
(f) Caretaking Services:	$ 14977.09
(g) Caretaking Supplies:	$ 1587.94
(h) Others:	$ 377.46
Total:	$ 35984.49



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 322 Pupils: ● $111.75

R ○ (2) Real = 100.9 % 325 Pupils: ○ $110.72

E ● (3) Efficiency Factor = 80% (Elementary) = 258 Pupils: ● $139.47

85% (High School) = Pupils: ● $

Range:

●—○ Capacity to Real = -$1.03

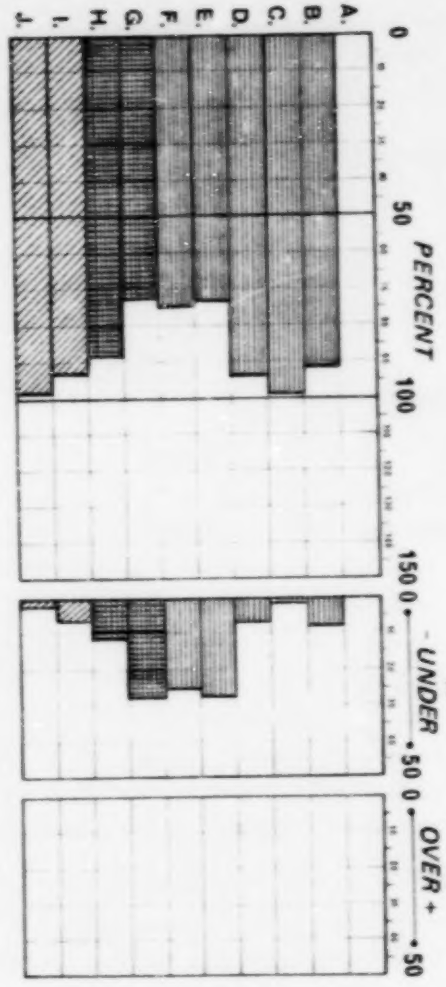
●—● Capacity to Efficiency Factor = $27.72

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Mount Pleasant: capacity:- see below

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT	
A. 1968-69	No data available						
B. 1969-70	185	91.5	17	8.5			
C. 1970-71	198	98.0	4	2.0			
D. 1971-72	187	92.6	15	7.4			
E. 1972-73	160	73.2	42	26.8			
F. 1973-74	174	74.8	51	25.2			
G. 1974-75	240	72.6	80	27.4			Became a K to 3 school
H. 1975-76	280	89.0	32	11.0			↓
I. 1976-77	325	92.5	27	7.5			↓
J. 1977-78	318	97.5	8	2.5			↓

Capacity: 1969-74 = 202 pupils = 100%
1974-76 = 292 pupils = 100% (3 rooms added)
1976-78 = 322 pupils = 100% (1 room added)

Percentages influenced by Kindergarten enrollments

No Kindergarten: 1969-70 to 1972-73

SITE

1977-78

● Name of School: Northview Elementary

Address: 90 Jubilee Square

Municipality: Pointe Claire

● Phone: 697-1420

● Site Area (in square feet): 397 500

● When compared to the area of Vivian Graham's site, the largest site, it is 84.6 percent of it.

● Population as of Sept. 30, 1977: 515 which is 78.3 % of capacity. (Ponderated percent)

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 42 000

● The building is 10.6 percent of the site.

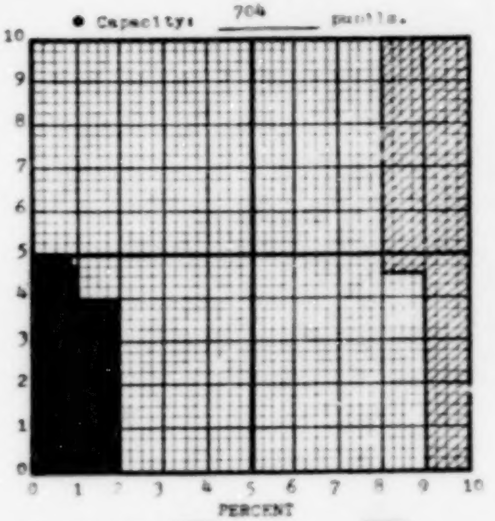
● Built in 1957 ; age of building: 20 years .

● Number of classrooms: 23

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating: Oil ● Electricity ☐

● Capacity: 704 pupils.



● Excess Area: ▨ Building: ■

● Architectural Design

One floor

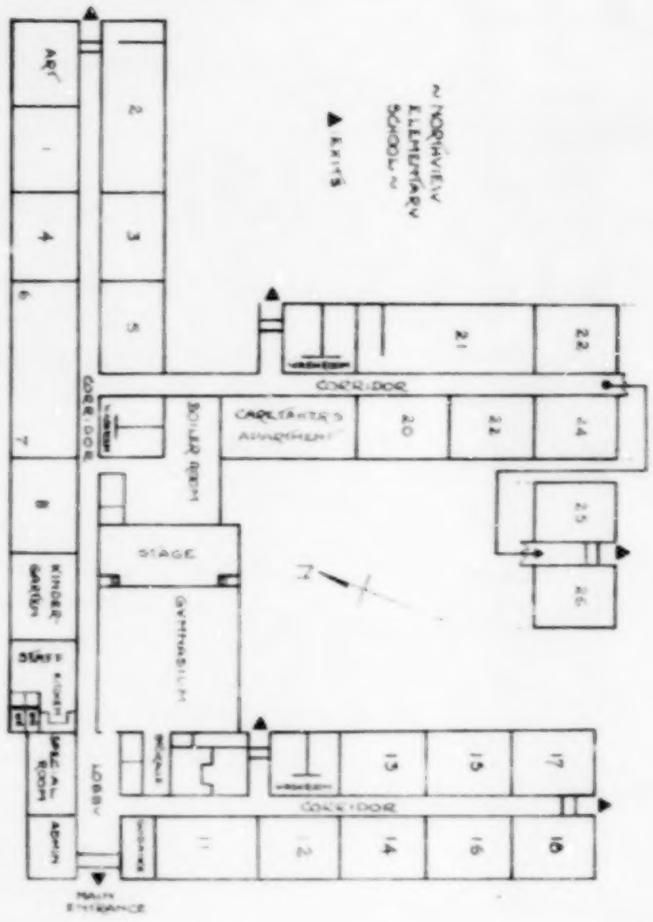
Traditional ●

Modified Traditional ☐

Open Plan ☐

● *Per capita* costs based upon pupil capacity: 108.04 dollars, '76-'77 (Excluding salaries of administrators and teachers).

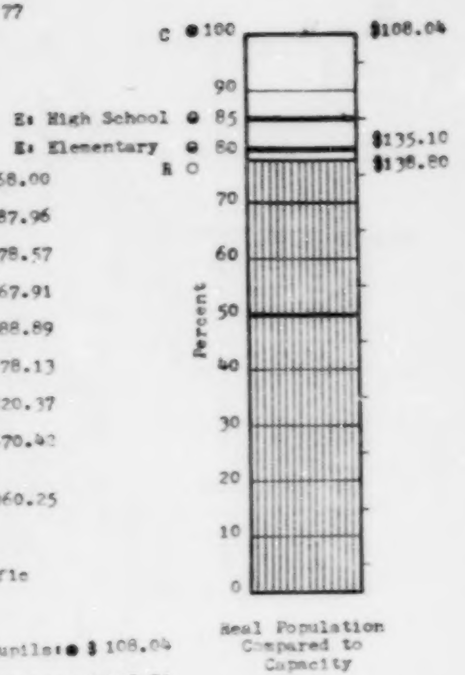
Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


~ NORTHVIEW ELEMENTARY SCHOOL ~
▲ EXITS
N
ART
1
2
3
4
5
6
7
8
KINDER-GARTEN
STAFF
KITCHEN
SPECIAL ROOM
ADMIN
MAIN ENTRANCE
LOBBY
CORRIDOR
BOILER ROOM
STAGE
GYMNASIUM
CARETAKER'S APARTMENT
11
12
13
14
15
16
17
18
20
21
22
22
24
25
26
CORRIDOR
CORRIDOR

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Northview

Capacity of School: 704



Real Population Compared to Capacity

Fixed Costs Areas:

(a) Electricity:	$ 4668.00
(b) Heating (Oil):	$ 9487.96
(c) Telephone:	$ 1378.57
(d) General Services:	$ 10767.91
(e) General Maintenance:	$ 12588.89
(f) Caretaking Services:	$ 33678.13
(g) Caretaking Supplies:	$ 2820.37
(h) Others:	$ 670.42
Total:	$ 76060.25

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 704 Pupils: ● $ 108.04

R ○ (2) Real = 77.8 % = 548 Pupils: ○ $ 138.80

E ● (3) Efficiency Factor = 80% (Elementary) = 563 Pupils: ● $ 135.10

85% (High School) = Pupils: ● $

Range:

●–○ Capacity to Real = $ 30.76

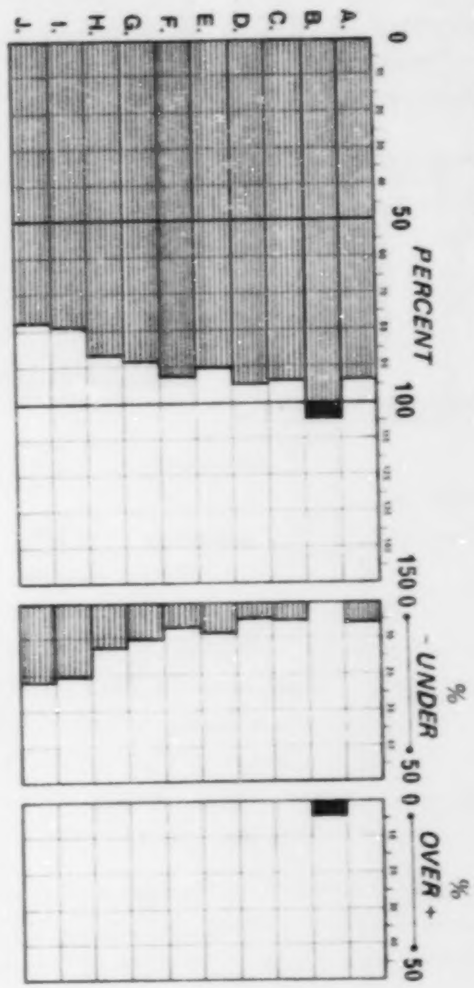
●–● Capacity to Efficiency Factor = $ 27.06

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Northview: Capacity — 704 pupils — 100%

Item(s):

Comparison of populations to capacity.



ITEM		TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A.	1968-69	692	93.6%	12	6.4%		
B.	1969-70	779	104.4%	75		31	4.4%
C.	1970-71	697	93.9%	7	6.1%		
D.	1971-72	703	95.0%	1	5.0%		
E.	1972-73	662	90.5%	42	9.5%		
F.	1973-74	665	92.8%	39	7.2%		
G.	1974-75	621	89.3%	81	10.7%		
H.	1975-76	616	87.6%	86	12.4%		
I.	1976-77	548	79.7%	156	20.3%		
J.	1977-78	515	78.3%	189	21.7%		

Percentages influenced by Kindergarten.

SITE

1977-78

● Name of School: Oak Ridge Elementary

Address: 216 Victoria Drive

Municipality: Baie d'Urfé

● Phone: 457-6111

● Site Area (in square feet): 269 000

● When compared to the area of Vivian Graham's site, the largest site, it is 57.2 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Population as of Sept. 30, 1977: 251 which is 62.0 % of capacity. (Ponderated percent)

● Floor area of building (in square feet): 27 000

● The building is 10.0 percent of the site.

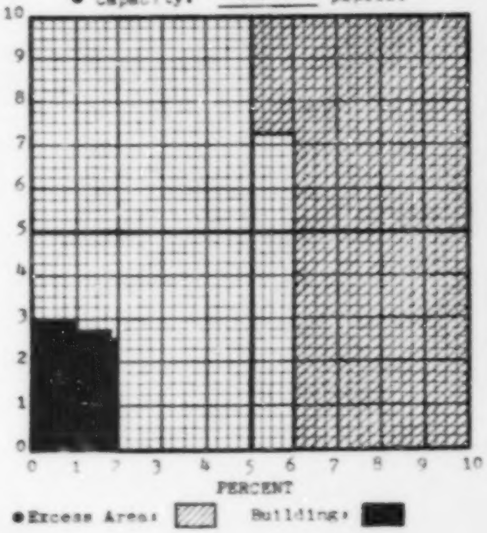
● Built in 1959 ; age of building: 18 years.

● Number of classrooms: 14

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating: Oil ● Electricity ☐

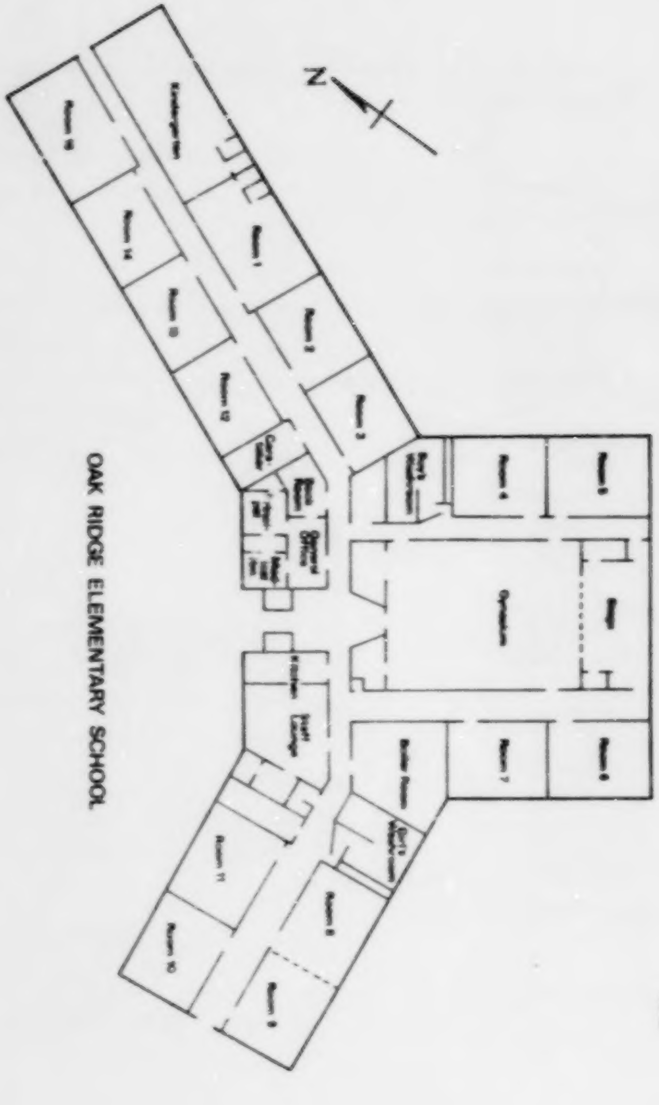
● Capacity: 442 pupils.



● **Architectural Design**
One floor
Traditional ●
Modified Traditional ☐
Open Plan ☐

● Per capita costs based upon pupil capacity: 140.71 dollars. '76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78


N
Room 5
Stage
Room 6
Room 4
Gymnasium
Room 7
Boy's Washroom
Boiler Room
Girl's Washroom
Room 3
Room 8
Room 2
Book Room
General Office
Kitchen
Staff Lounge
Room 9
Room 1
Care-taker
Prin-cipal
Room 12
Room 11
Kindergarten
Room 13
Room 10
Room 14
Room 16

OAK RIDGE ELEMENTARY SCHOOL

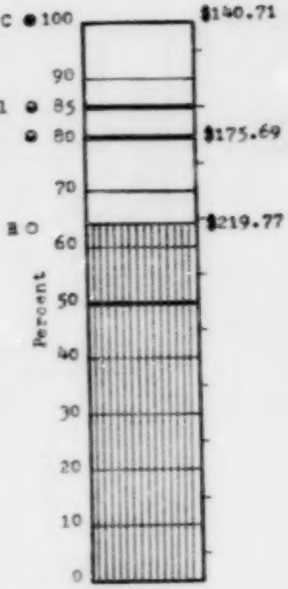
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Oak Ridge

Capacity of School: 442

Fixed Costs Areas:

(a) Electricity:	$ 3724.39
(b) Heating (Oil):	$ 6339.14
(c) Telephone:	$ 1233.73
(d) General Services:	$ 9618.38
(e) General Maintenance:	$ 11478.10
(f) Caretaking Services:	$ 26618.99
(g) Caretaking Supplies:	$ 2571.52
(h) Others:	$ 611.26
Total:	$ 62195.51



Real Population
Compared to
Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 442 Pupils: ● $ 140.71

R ○ (2) Real = 64.0 % = 283 Pupils: ○ $ 219.77

E ● (3) Efficiency Factor = 80% (Elementary) = 354 Pupils: ● $ 175.69

85% (High School) = Pupils: ● $

Range:

●-○ Capacity to Real = $ 79.06

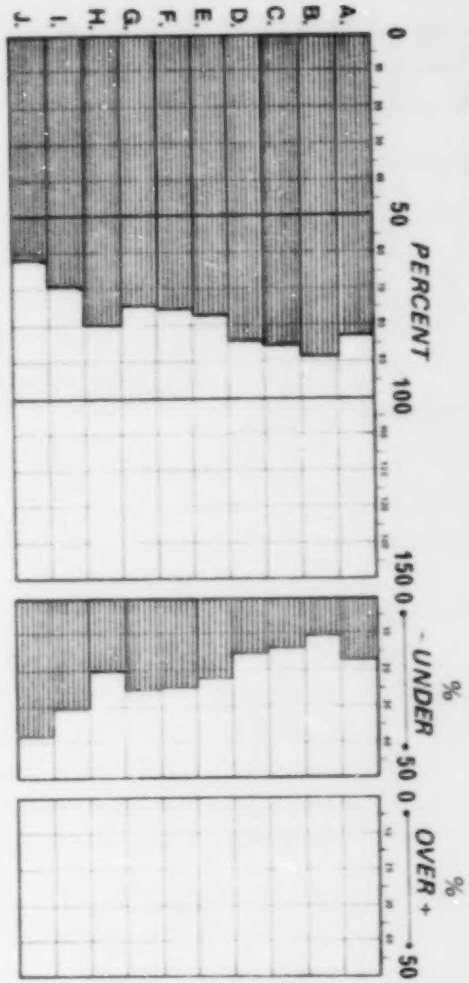
●-● Capacity to Efficiency Factor = $ 34.98

■ N.B. - Dorion Gardens and Spring Garden are heated by electricity.

Oak Ridge: Capacity — 442 pupils — 100 %

Item(s):

Comparison of populations to capacity.



	ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A.	1968-69	361	82.1%	81	17.9%		
B.	1969-70	400	89.1%	42	10.9%		
C.	1970-71	382	86.0%	60	14.0%		
D.	1971-72	380	84.2%	62	15.8%		
E.	1972-73	338	77.1%	104	22.9%		
F.	1973-74	319	75.1%	123	24.9%		
G.	1974-75	311	74.4%	131	25.6%		
H.	1975-76	323	79.6%	119	20.4%		
I.	1976-77	283	69.7%	159	30.3%		
J.	1977-78	251	62.0%	191	38.0%		

SITE

1977-78

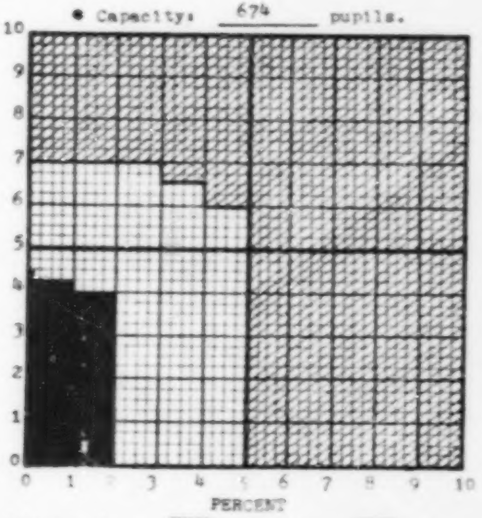
- **Name of School:** Seigniory Elementary

Address: 150 Seigniory

Municipality: Pointe Claire

- Phone: 695-3921
- Site Area (in square feet): 157 760
- When compared to the area of Vivian Graham's site, the largest site, it is 33.6 percent of it.
- Population as of Sept. 30, 1977: 547 which is 80.7 % of capacity. (Ponderated percent)
- Vivian Graham's area is 470 000 square feet.
- Floor area of building (in square feet): 38 800
- The building is 26.6 percent of the site.
- Built in 1966 ; age of building: 11 years.
- Number of classrooms: 22
- Library: ● Gymnasium: ●
- Adjacent to high school: ☐
- Heating: Oil ● Electricity ☐

- Capacity: 674 pupils.

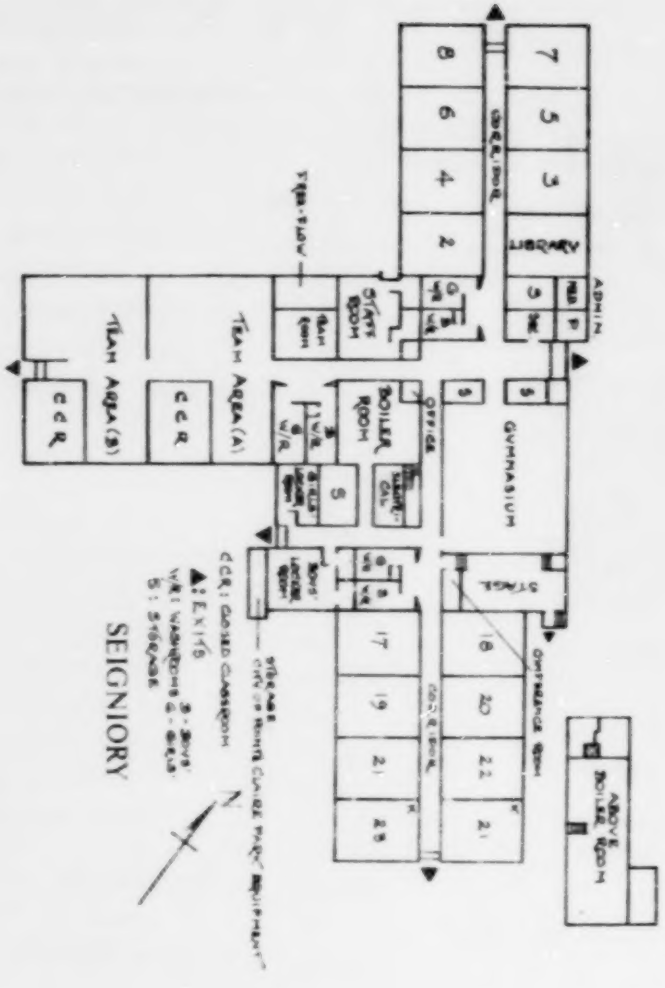


- Excess Area: ▨ Building: ■

- **Architectural Design**
  One floor
  Traditional ☐
  Modified Traditional ●
  Open Plan ☐

- Per capita costs based upon pupil capacity: 101.25 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78



ADMIN
MED
P
S
SEC
LIBRARY
7
5
3
CORRIDOR
8
6
4
2
G W/R
B W/R
STAFF ROOM
TEAM ROOM
FREE-FLOW
OFFICE
BOILER ROOM
SLEEPY CAL
S
S
S
B W/R
G W/R
GIRLS LOCKER ROOM
GYMNASIUM
STAGE
CONFERENCE ROOM
G W/R
B W/R
BOYS' LOCKER ROOM
18
20
22
21
CORRIDOR
17
19
21
23
K
K
ABOVE BOILER ROOM
TEAM AREA (A)
CCR
TEAM AREA (B)
CCR
STORAGE
CITY OF POINTE CLAIRE PARK EQUIPMENT
CCR: CLOSED CLASSROOM
▲: EXITS
W/R: WASHROOMS B - BOYS' G - GIRLS'
S: STORAGE
N

SEIGNIORY

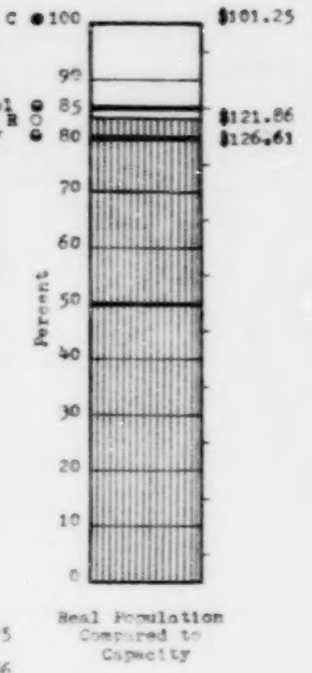
FIXED **PER CAPITA** COSTS: 1976 - 77

School: Seigniory

Capacity of School: 674

Fixed Costs Areas:

(a) Electricity:	$ 6310.94
(b) Heating (Oil):	$ 5087.96
(c) Telephone:	$ 1194.04
(d) General Services:	$ 9758.03
(e) General Maintenance:	$ 10843.37
(f) Caretaking Services:	$ 32039.61
(g) Caretaking Supplies:	$ 2429.31
(h) Others:	$ 577.46
Total:	$ 68240.72



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 674 Pupils: ● $ 101.25

R ○ (2) Real = 83.1 % = 560 Pupils: ○ $ 121.86

E ◐ (3) Efficiency Factor = 80% (Elementary) = 539 Pupils: ◐ $ 126.61

85% (High School) = Pupils: ◐ $

Range:

●-○ Capacity to Real = $20.61

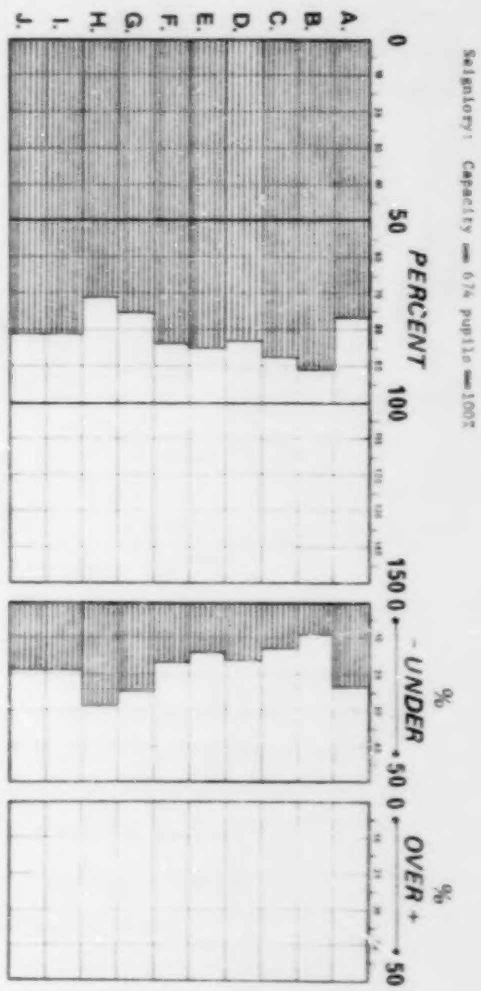
●-◐ Capacity to Efficiency Factor = $25.36

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Seigniory: Capacity = 674 pupils = 100%

Item(s):

Comparison of populations to capacity.



ITEM		TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A.	1968-69	535	76.6%	139	23.4%		
B.	1969-70	642	90.5%	32	9.5%		
C.	1970-71	616	87.2%	58	12.8%		
D.	1971-72	590	83.8%	84	16.2%		
E.	1972-73	593	85.4%	81	14.6%		
F	1973-74	576	83.5%	98	16.5%		
G.	1974-75	520	75.8%	154	24.2%		
H.	1975-76	492	71.1%	182	28.9%		
I.	1976-77	560	80.7%	114	19.3%		
J.	1977-78	547	80.7%	127	19.3%		

SITE

1977-78

● Name of School: Spring Garden Elementary School

Address: 175 Sonata Drive

Municipality: Dollard-des-Ormeaux

● Phone: 683-2155

● Population as of Sept. 30, 1977: 446

which is 100.5 % of capacity. (Ponderated percent)

● Site Area (in square feet): 249 116

● When compared to the area of Vivian Graham's site, the largest site, it is 53.0 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 36 000

● The building is 14.5 percent of the site.

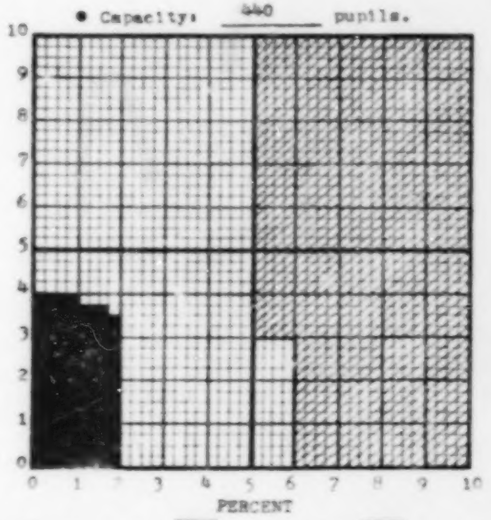
● Built in 1976 ; age of building: 2 years

● Number of classrooms: 19

● Library: ☑ Gymnasium: ☑ ● Adjacent to high school: ☐

● Heating: Oil ☐ Electricity ☑

● Capacity: 440 pupils.



● Excess Area: ▨ Building: ■

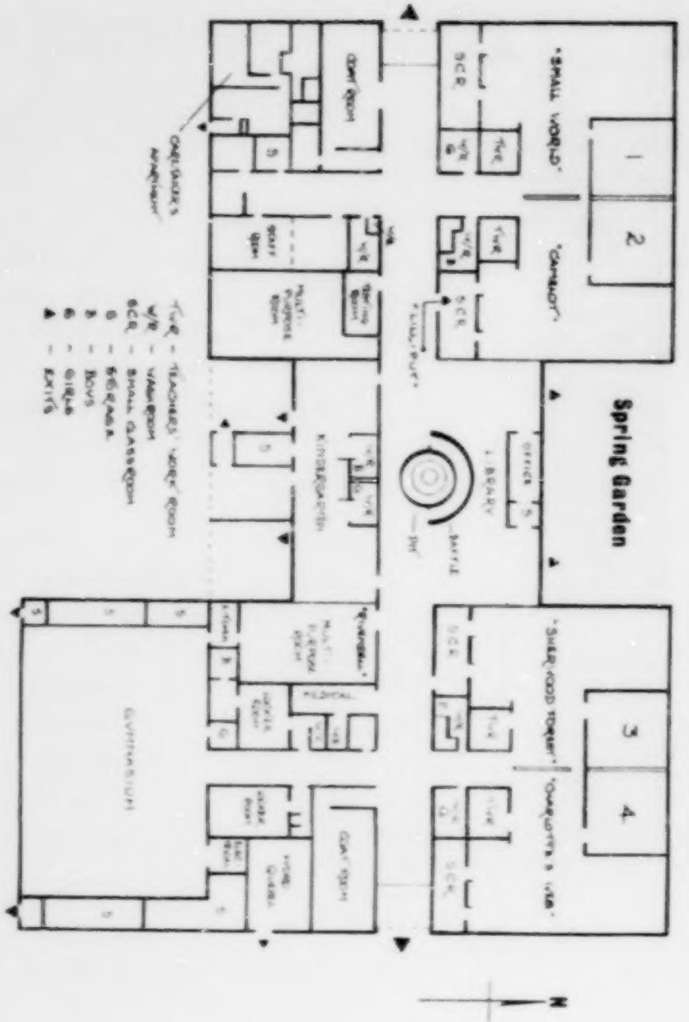
● **Architectural Design**

One floor

Traditional ☐ Modified Traditional ☐ Open Plan ☑

● **Per capita** costs based upon pupil capacity: 196.21 dollars, '76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☑ French ☐ Balanced ☐ in 1977-78



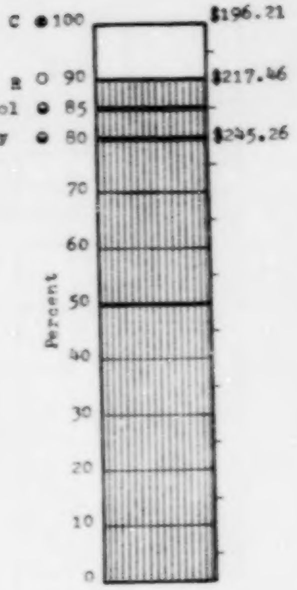
Spring Garden
1
2
3
4
"SMALL WORLD"
"CAMELOT"
"SHERWOOD FOREST"
"CHARLOTTE'S WEB"
OFFICE
S
LIBRARY
BAFFLE
PIT
"LILLIPUT"
TWR
W/R
SCR
COAT ROOM
STAFF ROOM
MULTI-PURPOSE ROOM
KINDERGARTEN
"RIVERBEND"
MULTI-PURPOSE ROOM
MEDICAL
LOCKER ROOM
STORAGE
GYMNASIUM
CARETAKER'S APARTMENT
N
TWR - TEACHERS' WORK ROOM
W/R - WASHROOM
SCR - SMALL CLASSROOM
S - STORAGE
B - BOYS
G - GIRLS
▲ - EXITS

FIXED PER CAPITA COSTS: 1976 - 77

School: Spring Garden

Capacity of School: 440

Fixed Costs Areas:	
(a) Electricity:	$ 21998.26
(b) Heating (Oil):	$ --------
(c) Telephone:	$ 1866.77
(d) General Services:	$ 12602.87
(e) General Maintenance:	$ 15762.56
(f) Caretaking Services:	$ 33262.39
(g) Caretaking Supplies:	$ -------
(h) Others:	$ 839.43
Total:	$ 86332.28



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 440 Pupils: ● $ 196.21

R ○ (2) Real = 90.2 % = 397 Pupils: ○ $ 217.46

E ◐ (3) Efficiency Factor = 80% (Elementary) = 352 Pupils: ◐ $ 245.26

85% (High School) = Pupils: ◐ $

Range:

●—○ Capacity to Real = $21.25

●—◐ Capacity to Efficiency Factor = $49.05

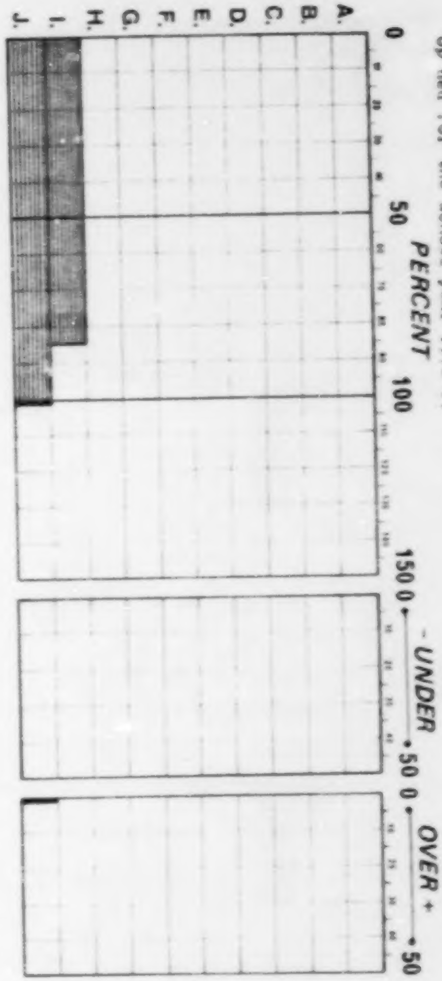
■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Spring Garden: capacity = 440 pupils = 100%

Op ned for the school year 1976-77

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A.						
B.						
C.						
D.						
E.						
F.						
G.						
H.						
I. 1976-77	397	85.0	66	15.0		
J. 1977-78	446	100.5			2	0.5%

Percentages influenced by Kindergarten enrollments

SITE
1977-78

● Name of School: **Sunnydale Park Elementary**
Address: 150 **Wyman** Drive
Municipality: Dollard-des-Ormeaux

● Phone: 684-2992

● Site Area (in square feet): 299 780

● When compared to the area of Vivian Graham's site, the largest site, it is 63.8 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Population as of Sept. 30, 1977: 821 which is 89.4 % of capacity. (Ponderated percent)

● Floor area of building (in square feet): 50 000

● The building is 16.7 percent of the site.

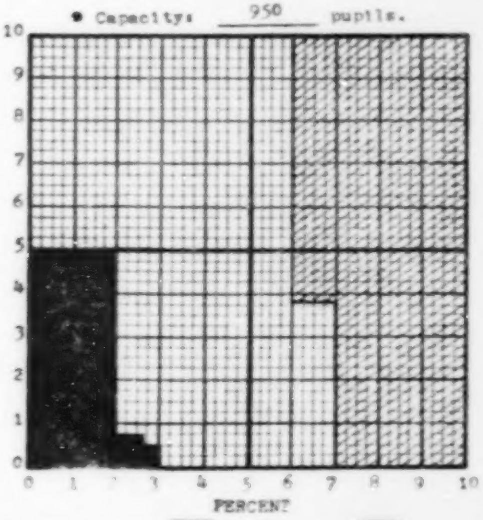
● Built in 1965 ; age of building: 12 years .

● Number of classrooms: 32

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating: Oil ☐ Electricity ☐

● Capacity: 950 pupils.

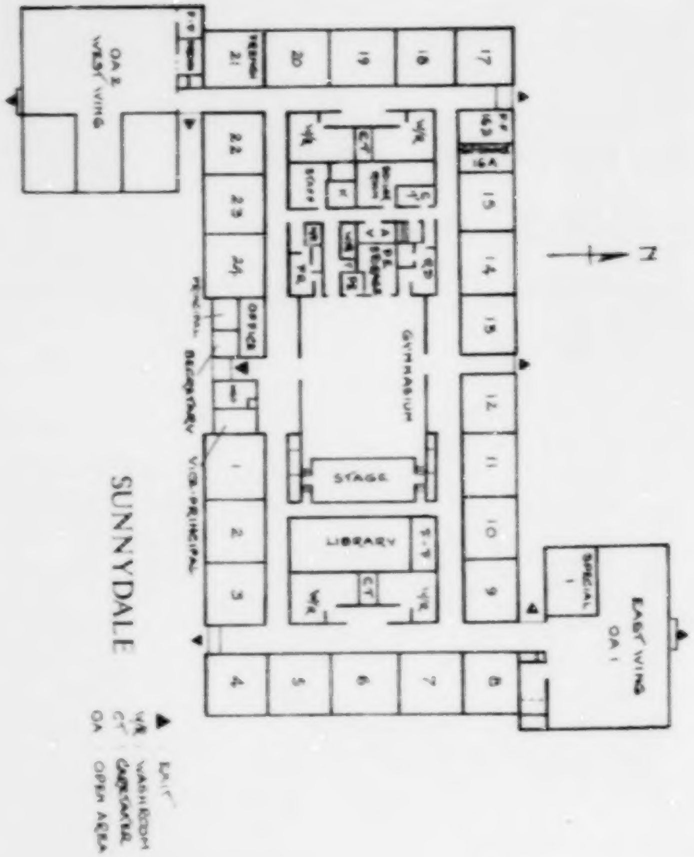


● Excess Area: ▨ Building: ■

● **Architectural Design**
One floor with portables added
Traditional ☐
Modified Traditional ●
Open Plan ☐

● Per capita costs based upon pupil capacity: 113.14 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78



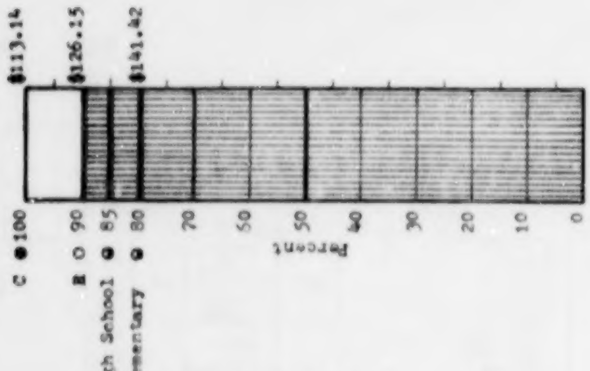
N
EAST WING
OA 1
SPECIAL 1
OA 2
WEST WING
FRENCH 21
P.P 16 B
16 A
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
17
18
19
20
22
23
24
GYMNASIUM
STAGE
LIBRARY
W/R
CT
STAFF
OFFICE
PRINCIPAL
SECRETARY
VICE-PRINCIPAL
P.E.
SUNNYDALE
▲ EXIT
W/R WASHROOM
CT CARETAKER
OA OPEN AREA

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Sunnydale Gardens

Capacity of School: 950

Fixed Costs Areas:	
(a) Electricity:	$ 10727.53
(b) Heating (Oil):	$ 4139.78
(c) Telephone:	$ 2151.32
(d) General Services:	$ 22706.71
(e) General Maintenance:	$ 21263.58
(f) Caretaking Services:	$ 40594.00
(g) Caretaking Supplies:	$ 4763.82
(h) Others:	$ 1132.39
Total:	$ 107479.13



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 950 Pupils: ● $ 113.14

R ○ (2) Real = 89.7 % = 852 Pupils: ○ $ 126.15

E ◐ (3) Efficiency Factor = 80% (Elementary) = 760 Pupils: ◐ $141.42

85% (High School) = Pupils: ◐ $

Range:

●–○ Capacity to Real = $13.01

●–◐ Capacity to Efficiency Factor = $28.28

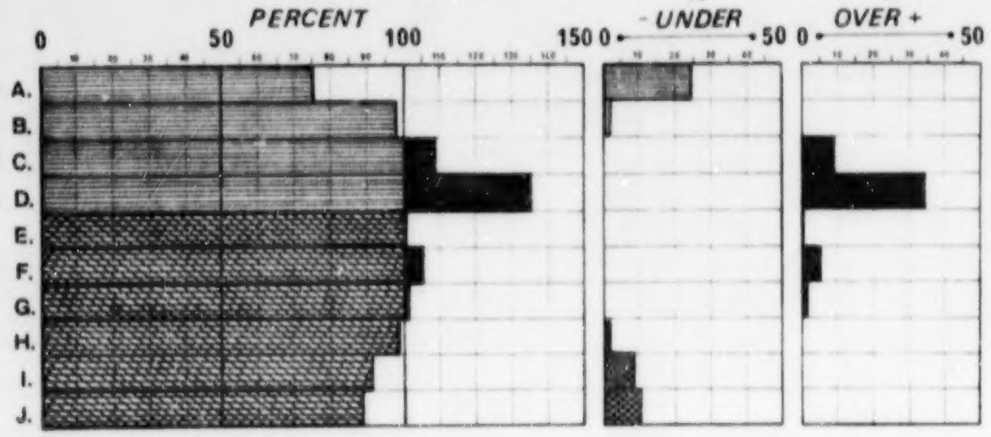
■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Sunnydale: capacity:- 1968-73 = 650 pupils = 100%

1973-78 = 950 pupils = 100%

Item(s):

Comparison of populations to capacity



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	524	76.0	155	24.0		
B. 1969-70	682	97.8	14	2.2		
C. 1970-71	758	109.4			61	9.4
D. 1971-72	890	134.6			223	34.6
E. 1972-73	1000	100.4			9	0.4
F. 1973-74	1050	105.3			51	5.3
G. 1974-75	995	101.5			14	1.5
H. 1975-76	944	98.1	18	1.9		
I. 1976-77	852	90.8	87	9.2		
J. 1977-78	821	89.4	101	10.6		

Percentages influenced by Kindergarten enrollments

SITE

1977-78

● Name of School: Thorndale Elementary

Address: 4348 Thorndale

Municipality: Pierrefonds

● Phone: 626-3924

● Site Area (in square feet): 160 700

● When compared to the area of Vivian Graham's site, the largest site, it is 34.2 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 41 000

● The building is 16.5 percent of the site.

● Built in 1960 ; age of building: 17 years .

● Number of classrooms: 23

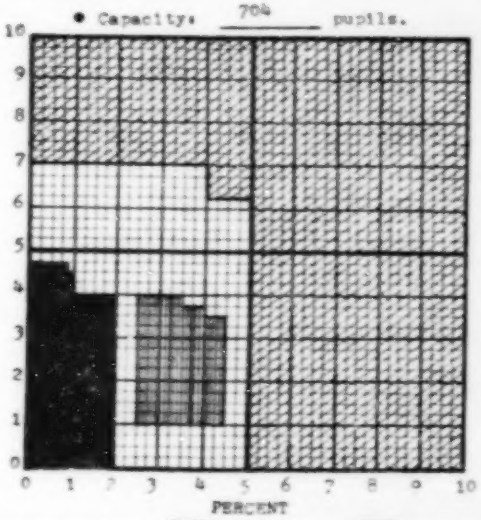
● Library: ●   Gymnasium: ●   ● Adjacent to high school: ☐

● Heating: Oil ●   Electricity ☐

● Population as of Sept. 30, 1977: 532 which is 84.1 % of capacity. (Ponderated percent)

Floor area: 41 000 sq. ft. or 25.5% of the site.

● Capacity: 704 pupils.



● Excess Area: ▨ Building: ■ (Foundation: 26 500 sq. ft.)

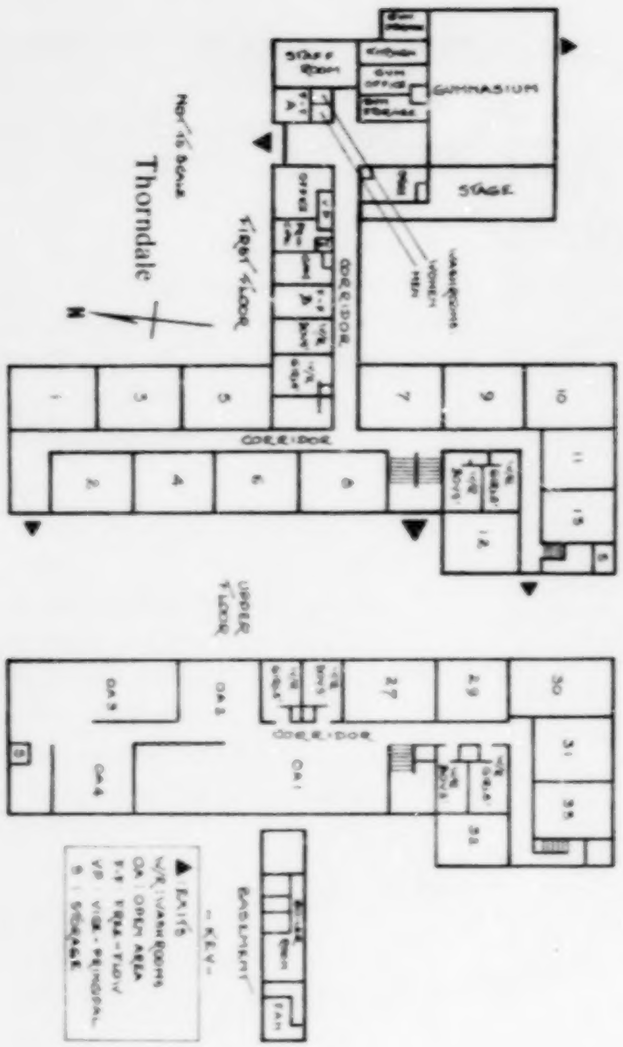
● Architectural Design

Two floors

Traditional ☐   Modified Traditional ●   Open Plan ☐

● Per capita costs based upon pupil capacity: 116.55 dollars. '76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78



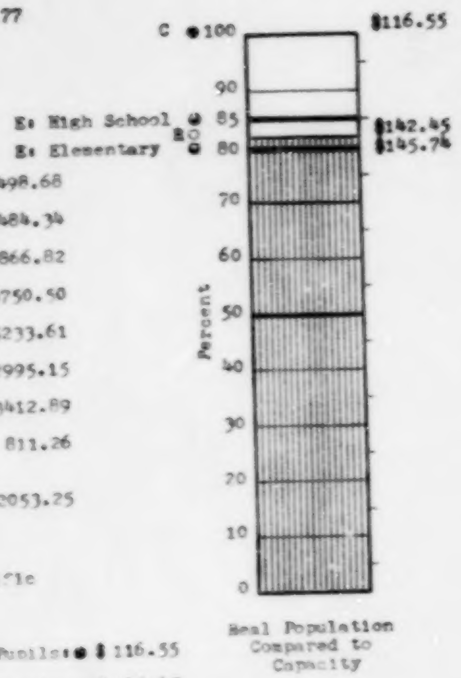
GYMNASIUM
STAGE
WASHROOMS
WOMEN
MEN
STAFF ROOM
KITCHEN
GYM OFFICE
OFFICE
CORRIDOR
W/R GIRLS'
W/R BOYS'
F-F A
F-F B
V-P
1
2
3
4
5
6
7
8
9
10
11
12
13
S
FIRST FLOOR
NOT TO SCALE
Thorndale
N
UPPER FLOOR
27
29
30
31
32
33
OA 1
OA 2
OA 3
OA 4
BASEMENT
FAN
- KEY -
▲ : EXITS
W/R : WASHROOMS
OA : OPEN AREA
F-F : FREE-FLOW
VP : VICE-PRINCIPAL
S : STORAGE

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Thorndale

Capacity of School: 704

Fixed Costs Areas:	
(a) Electricity:	$ 5498.68
(b) Heating (Oil):	$ 8484.34
(c) Telephone:	$ 1866.82
(d) General Services:	$ 13750.50
(e) General Maintenance:	$ 15233.61
(f) Caretaking Services:	$ 32995.15
(g) Caretaking Supplies:	$ 3412.89
(h) Others:	$ 811.26
Total:	$ 82053.25



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 704 Pupils: ● $ 116.55

R ○ (2) Real = 81.8 % = 576 Pupils: ○ $ 142.45

E ◐ (3) Efficiency Factor = 80% (Elementary) = 563 Pupils: ◐ $ 145.74

85% (High School) = Pupils: ◐ $

Range:

●–○ Capacity to Real = $ 25.90

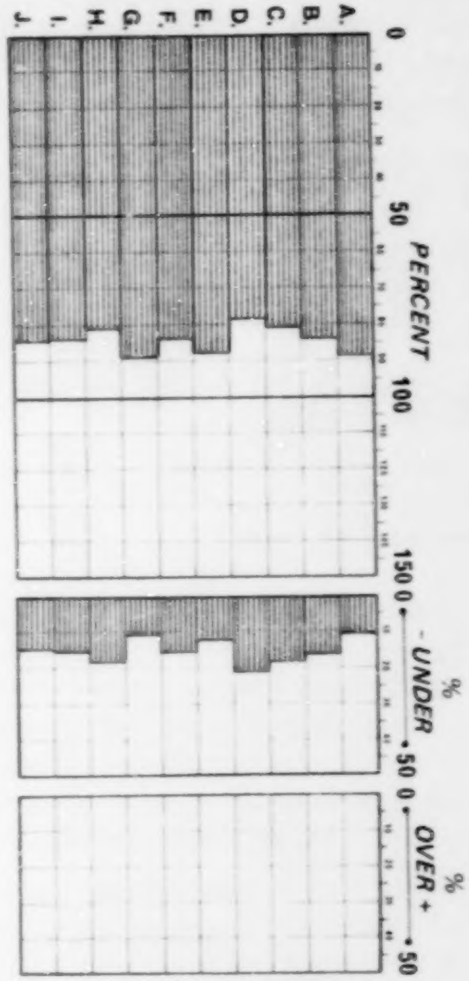
●–◐ Capacity to Efficiency Factor = $ 29.19

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Thorndale: Capacity = 684 pupils = 100%

Item(s):

Comparison of populations to capacity.



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	684	88.6%	0	11.1%		
B. 1969-70	610	83.5%	34	16.5%		
C. 1970-71	592	81.6%	72	18.6%		
D. 1971-72	555	79.5%	109	20.5%		
E. 1972-73	615	87.9%	49	12.1%		
F. 1973-74	596	84.1%	68	15.9%		
G. 1974-75	617	89.3%	47	10.7%		
H. 1975-76	565	81.3%	99	18.7%		
I. 1976-77	576	83.7%	88	16.3%		
J. 1977-78	532	84.1%	132	15.9%		

SITE

1977-78

● Name of School: **Valois Park Elementary**

Address: 87 Belmont Avenue

Municipality: Pointe Claire

● Phone: 697-2431

● Site Area (in square feet): 275 560

● When compared to the area of Vivian Graham's site, the largest site, it is 58.6 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Population as of Sept. 30, 1977: 415 which is 72.3 % of capacity. (Ponderated percent)

● Floor area of building (in square feet): 44 500

● The building is 11.6 percent of the site. ▨

● Built in 1950 ; age of building: 27 years.

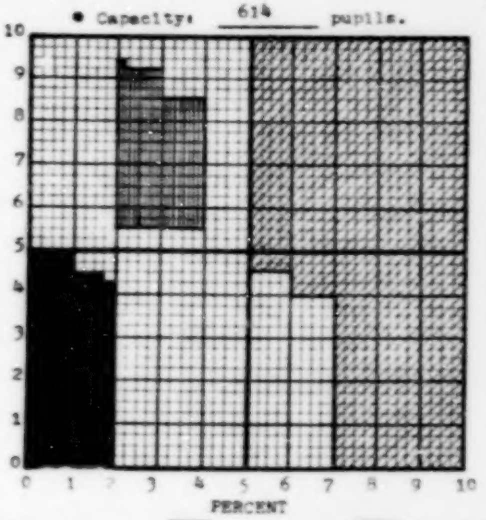
● Number of classrooms: 20

● Library: ☑ Gymnasium: ☑ ● Adjacent to high school: LPHS ☑

● Heating: Oil ☑ Electricity ☐

Floor area: 44 500 sq. ft. or 16.1% of the site.

● Capacity: 614 pupils.



● Excess Area: ▨ Building: ■ (Foundation: 32 000 sq. ft.)

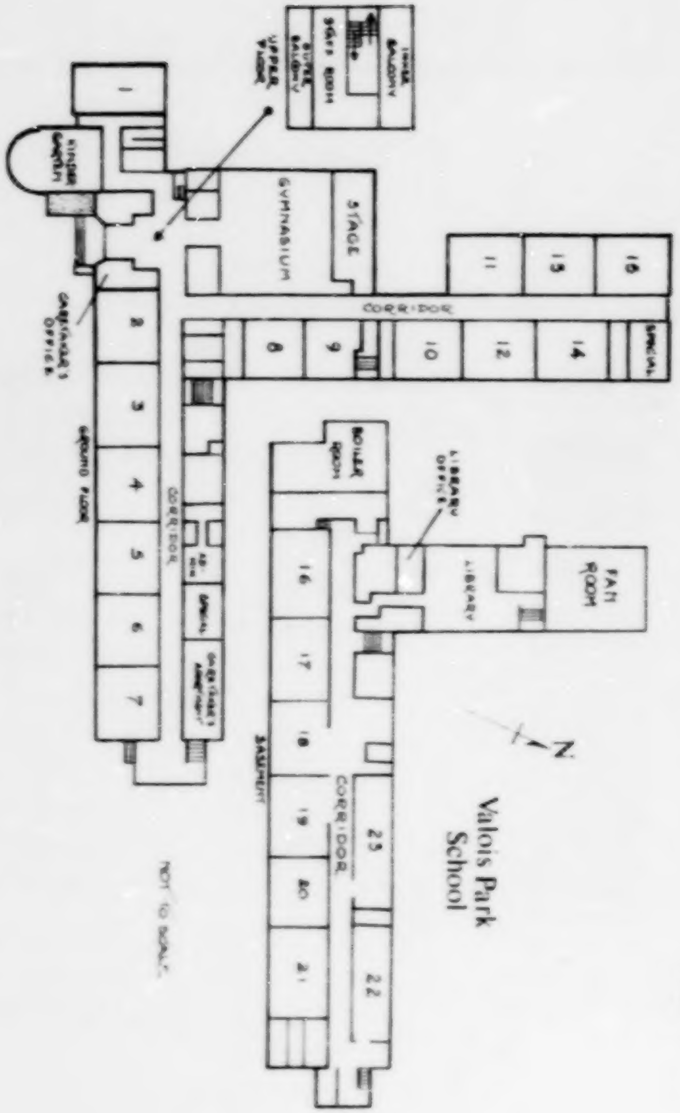
● **Architectural Design**

One floor plus basement area

- Traditional ☑
- Modified Traditional ☐
- Open Plan ☐

● Per capita costs based upon pupil capacity: 137.99 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☑ French ☐ Balanced ☐ in 1977-78


Valois Park School
N
NOT TO SCALE
GROUND FLOOR
BASEMENT
UPPER FLOOR
CORRIDOR
STAGE
GYMNASIUM
KINDER GARTEN
CARETAKER'S OFFICE
CARETAKER'S APARTMENT
SPECIAL
BOILER ROOM
LIBRARY
LIBRARY OFFICE
FAN ROOM
STAFF ROOM
INNER BALCONY
OUTER BALCONY
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23

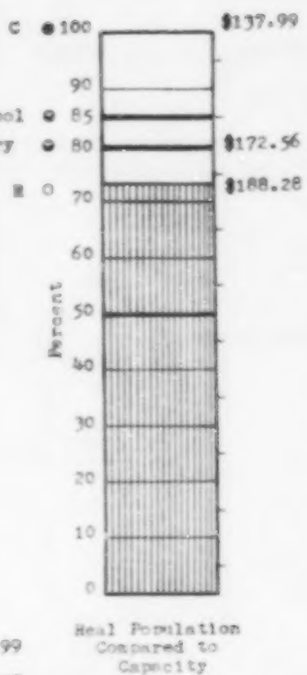
FIXED PER CAPITA COSTS: 1976 - 77

School: Valois Park School

Capacity of School: 614

Fixed Costs Areas:

(a) Electricity:	$ 6871.25
(b) Heating (Oil):	$ 8269.49
(c) Telephone:	$ 1127.54
(d) General Services:	$ 12035.66
(e) General Maintenance:	$ 16873.34
(f) Caretaking Services:	$ 34871.45
(g) Caretaking Supplies:	$ 3780.25
(h) Others:	$ 898.56
Total:	$ 84727.54



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 614 Pupils: ● $137.99

R ○ (2) Real = 73.3 % = 450 Pupils: C $188.28

E ◐ (3) Efficiency Factor = 80% (Elementary) = 491 Pupils: ◐ $172.56

85% (High School) = Pupils: ◐ $

Range:

●—○ Capacity to Real = $ 50.29

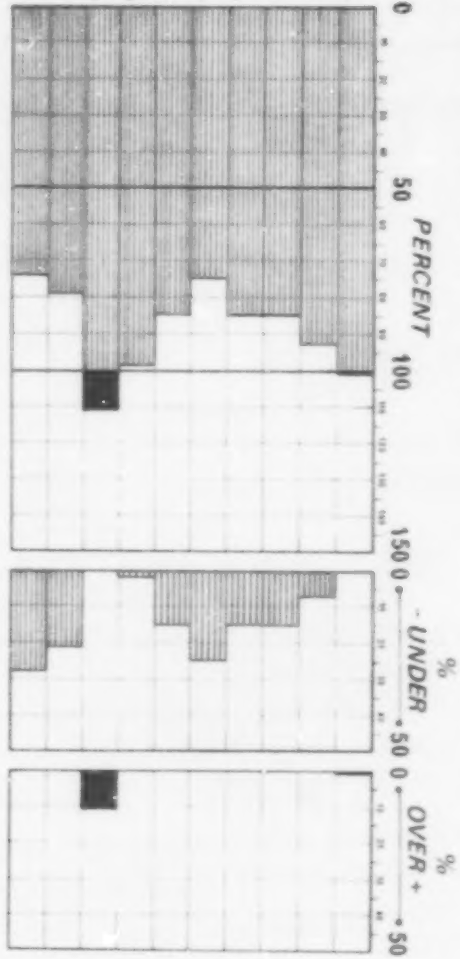
●—◐ Capacity to Efficiency Factor = $ 34.57

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Valois Park: Capacity = 614 pupils = 100%

item(s):

Comparison of populations to capacity.



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	624	100.8%			10	.8%
B. 1969-70	593	92.5%	21	7.5%		
C. 1970-71	546	85.2%	58	16.8%		
D. 1971-72	514	85.2%	100	14.8%		
E. 1972-73	464	75.6%	170	24.6%		
F. 1973-74	495	84.7%	119	15.3%		
G. 1974-75	587	98.2%	27	1.8%		
H. 1975-76	630	110.7%			36	10.7%
I. 1976-77	450	79.0%	164	21.0%		
J. 1977-78	415	72.3%	199	27.7%		

SITE
1977-78

● Name of School: Vivian Graham Elementary
Address: 476 Grand Blvd.
Municipality: Ile-Perrot

● Phone: 453-5441

● Site Area (in square feet): 470 000

● When compared to the area of Vivian Graham's site, the largest site, it is 100.0 percent of it.

● Vivian Graham's area is 470 000 square feet.

● Population as of Sept. 30, 1977: 254 which is 55.6 % of capacity. (Ponderated percent)

● Floor area of building (in square feet): 25 000

● The building is 5.3 percent of the site.

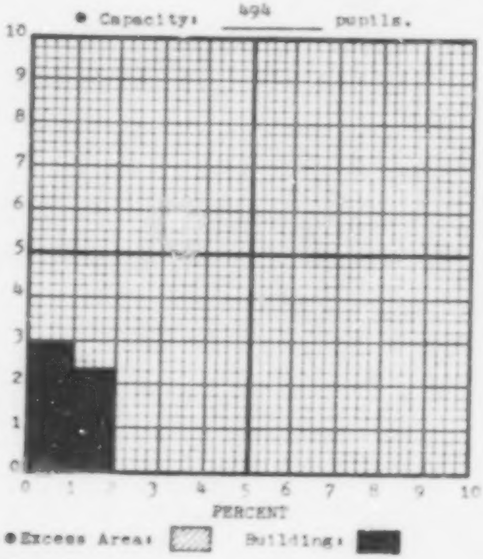
● Built in 1957 ; age of building: 20 years .

● Number of classrooms: 16

● Library: ● Gymnasium: ● ● Adjacent to high school: ☐

● Heating:
Oil ● Electricity ☐

● Capacity: 494 pupils.

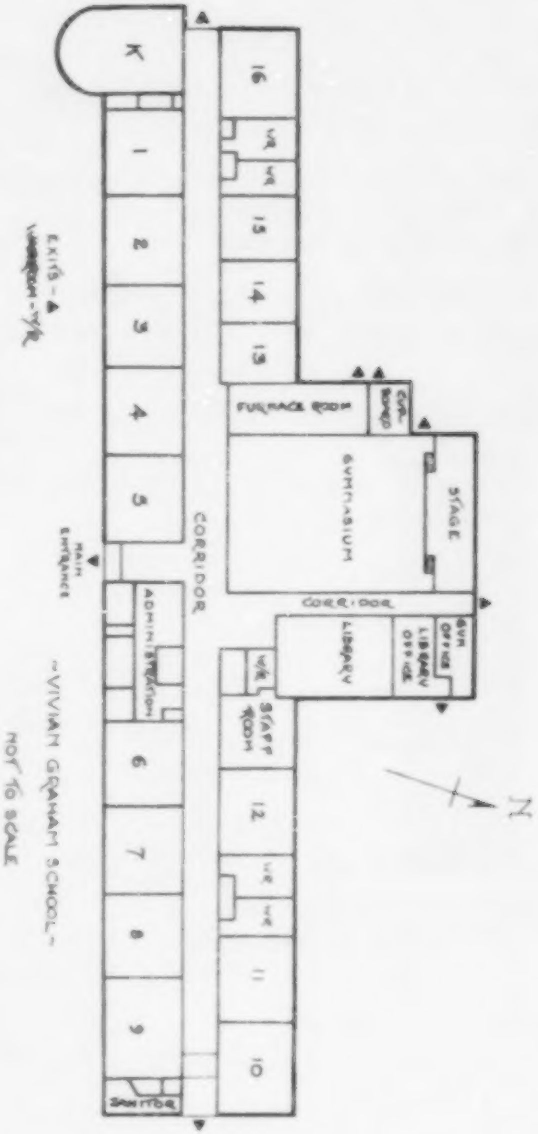


● Excess Area: ▨ Building: ■

● **Architectural Design**
One floor
● Traditional
☐ Modified Traditional
☐ Open Plan

● Per capita costs based upon pupil capacity: 117.85 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ☐ French ● Balanced ☐ in 1977-78


K
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
W/R
CORRIDOR
ADMINISTRATION
JANITOR
MAIN ENTRANCE
FURNACE ROOM
CUP-BOARD
GYMNASIUM
STAGE
CORRIDOR
LIBRARY
LIBRARY OFFICE
GYM OFFICE
STAFF ROOM
N
EXITS - ▲
WASHROOM - W/R

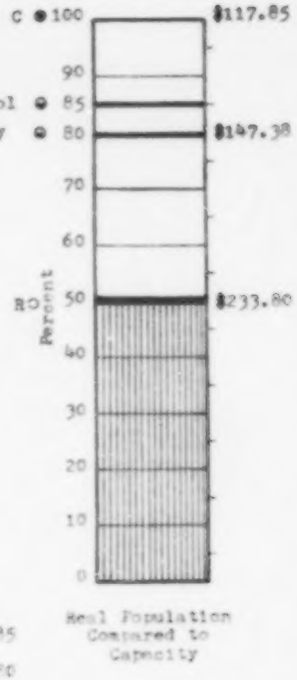
~VIVIAN GRAHAM SCHOOL~
NOT TO SCALE

FIXED **PER CAPITA** COSTS: 1976 - 77

School: Vivian Graham

Capacity of School: 494

Fixed Costs Areas:	
(a) Electricity:	$ 5353.94
(b) Heating (Oil):	$ 5533.54
(c) Telephone:	$ 1776.74
(d) General Services:	$ 8743.58
(e) General Maintenance:	$ 10049.95
(f) Caretaking Services:	$ 23971.46
(g) Caretaking Supplies:	$ 2251.56
(h) Others:	$ 535.21
Total:	$ 58215.98



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 494 Pupils: ● $ 117.85

R ○ (2) Real = 50.4 % = 249 Pupils: ○ $ 233.80

E ◐ (3) Efficiency Factor = 80% (Elementary) = 395 Pupils: ◐ $ 147.38

85% (High School) = Pupils: ◐ $

Range:

●–○ Capacity to Real = $ 115.95

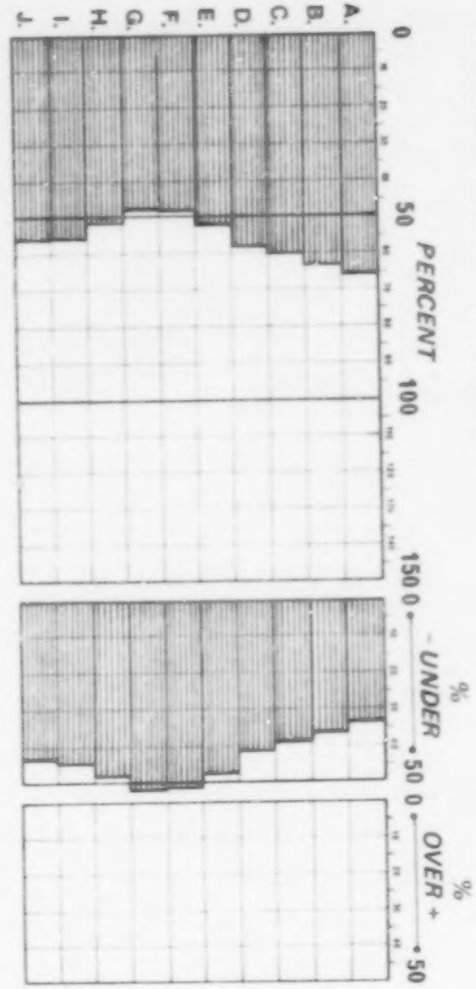
●–◐ Capacity to Efficiency Factor = $ 29.53

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Vivian Graham: Capacity = 494 pupils = 100%

Item(s):

Comparison of populations to capacity.



ITEM	TOTAL NUMBER	TOTAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	329	66.0%	165	34.0%		
B. 1969-70	315	63.4%	179	36.6%		
C. 1970-71	290	60.3%	204	39.7%		
D. 1971-72	267	58.9%	227	41.1%		
E. 1972-73	242	52.2%	252	47.8%		
F. 1973-74	226	48.6%	268	51.4%		
G. 1974-75	221	48.2%	273	51.8%		
H. 1975-76	226	51.6%	268	48.4%		
I. 1976-77	249	55.5%	245	44.5%		
J. 1977-78	254	55.6%	240	43.5%		

SITE

1977-78

- Name of School: Windermere Elementary

Address: 313 Windermere

Municipality: Beaconsfield

- Phone: 697-6251

- Site Area (in square feet): 234 300

- When compared to the area of Vivian Graham's site, the largest site, it is 49.9 percent of it.

- Vivian Graham's area is 470 000 square feet.

- Population as of Sept. 30, 1977: 468 which is 83.5 % of capacity. (Ponderated percent)

- Floor area of building (in square feet): 39 780

- The building is 9.5 percent of the site. ▥

- Built in 1970 ; age of building: 7 years .

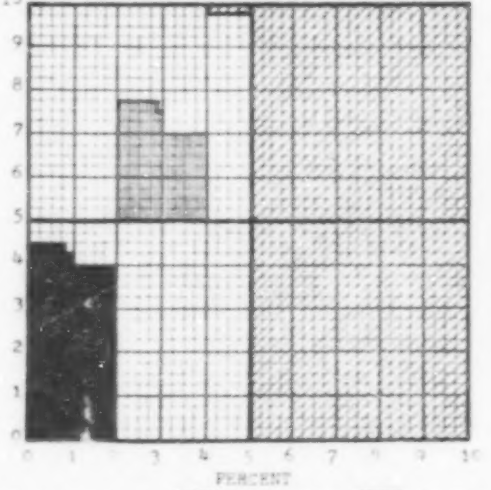
- Number of classrooms: 21

- Library: ●   Gymnasium: ●   - Adjacent to high school: ☐

- Heating: Oil ●   Electricity ☐

Floor area: 39 780 sq. ft. or 17.0% of the site.

- Capacity: 564 pupils.



- Excess Area: ☐ Building: ■ (Foundation: 22 185 sq. ft.)

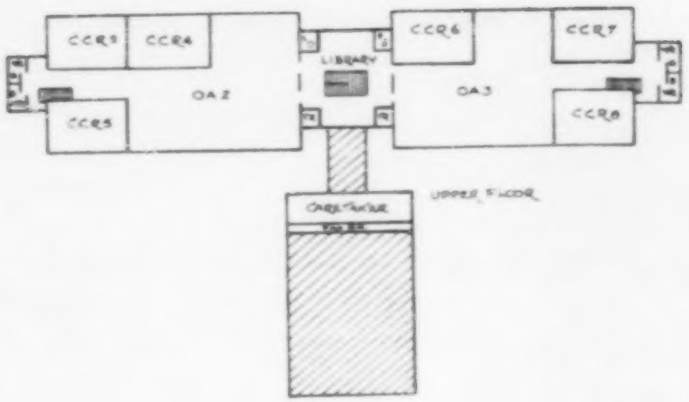
- Architectural Design

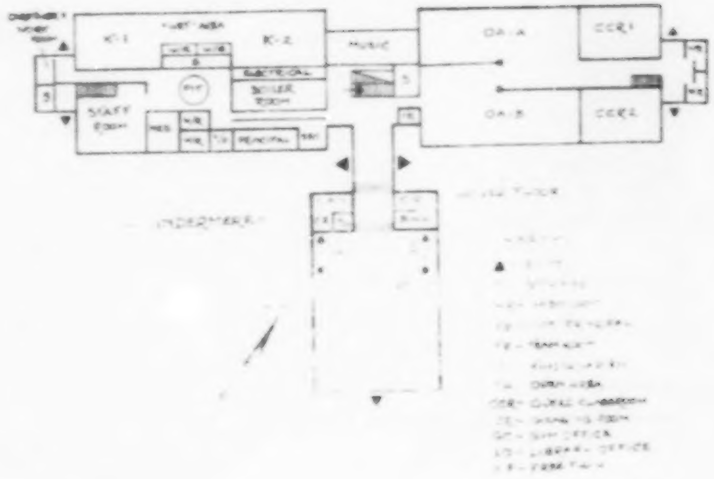
Two floors

Traditional ☐   Modified Traditional ☐   Open Plan ●

- Per capita costs based upon pupil capacity: [illegible] dollars.'[illegible]-'77 (Excluding salaries of administrators and teachers).

Population of [illegible]: English ●   French ☐   Balanced ☐   in 1977-78


CCR5
CCR4
OA2
LIBRARY
CCR6
CCR7
OA3
CCR8
CARETAKER
UPPER FLOOR


K-1
K-2
MUSIC
OA-A
OA-B
CCR1
CCR2
ELECTRICAL
BOILER ROOM
STAFF ROOM
PRINCIPAL
LOWER FLOOR
WINDERMERE
OA - OPEN AREA
CCR - CLOSED CLASSROOM

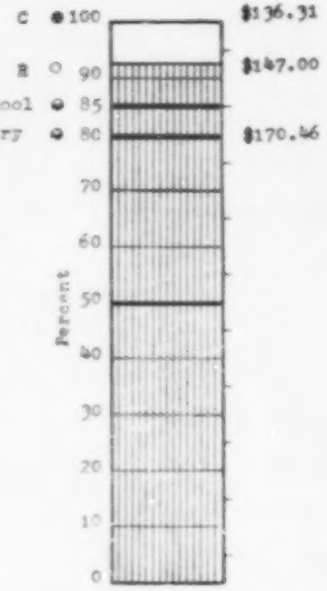
FIXED PER CAPITA COSTS: 1976 - 77

School: Windermere

Capacity of School: 564

Fixed Costs Areas:

(a) Electricity:	$ 7081.04
(b) Heating (Oil):	$ 5716.24
(c) Telephone:	$ 1716.45
(d) General Services:	$ 15654.00
(e) General Maintenance:	$ 12800.46
(f) Caretaking Services:	$ 30361.94
(g) Caretaking Supplies:	$ 2867.77
(h) Others:	$ 681.68
Total:	$ 76879.58



Real Population Compared to Capacity

Per Capita Costs Based on Specific

Types of Populations:

C ● (1) Capacity = 100% = 564 Pupils: ● $136.31

R ○ (2) Real = 92.7 % = 523 Pupils: ○ $147.00

E ◓ (3) Efficiency Factor = 80% (Elementary) = 451 Pupils: ◓ $170.46

85% (High School) = Pupils: ◓ $

Range:

●–○ Capacity to Real = $ 10.69

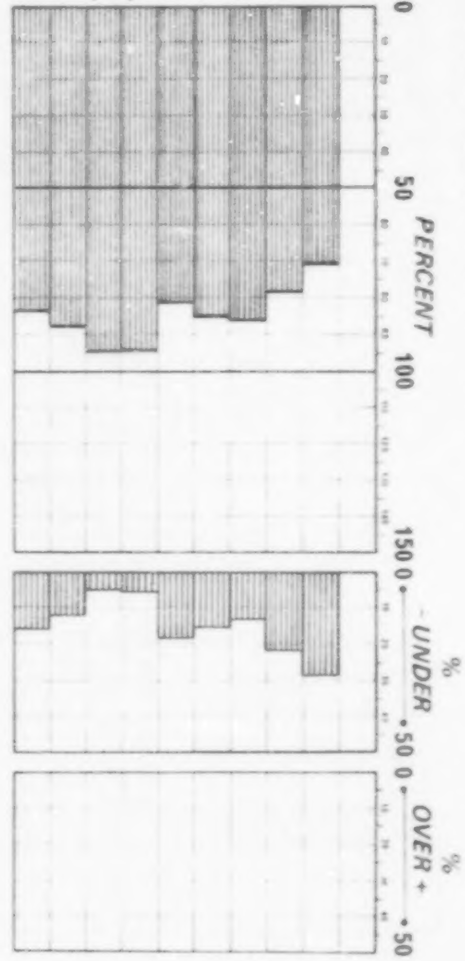
●–◓ Capacity to Efficiency Factor = $ 34.15

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

Windermere: Capacity = 564 pupils = 100%

Item(s):

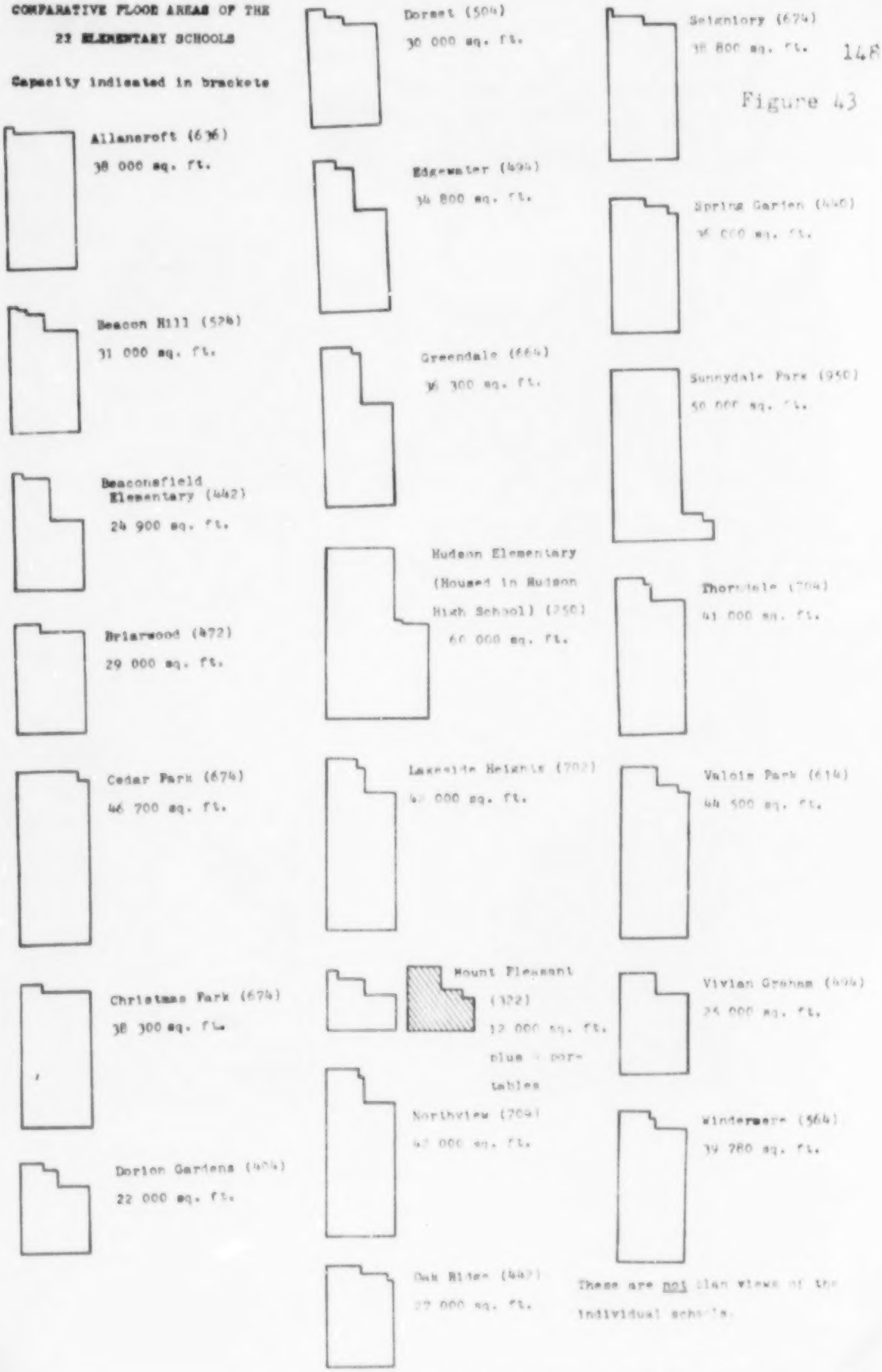
Comparison of populations to capacity.



ITEM	ACTUAL NUMBER	ACTUAL PERCENT	UNDER NUMBER	UNDER PERCENT	OVER NUMBER	OVER PERCENT
A. 1968-69	-	-	-	-		
B. 1969-70	413	70.7%	151	29.3%		
C. 1970-71	470	78.4%	94	21.6%		
D. 1971-72	492	86.7%	72	13.3%		
E. 1972-73	491	84.2%	73	15.8%		
F. 1973-74	481	81.6%	83	18.4%		
G. 1974-75	553	96.1%	11	3.9%		
H. 1975-76	562	94.3%	2	5.7%		
I. 1976-77	523	88.1%	41	11.9%		
J. 1977-78	468	83.5%	96	16.5%		

COMPARATIVE FLOOR AREAS OF THE 22 ELEMENTARY SCHOOLS

Capacity indicated in brackets



These are not plan views of the individual schools.

Figure 43

● The **Per Capita** Cost for **Fixed Items** for Each of The Elementary Schools during The School Year 1976-77

RANK	SCHOOL	CAPACITY	EFFICIENCY FACTOR	PER CAPITA COSTS: EFFICIENCY FACTOR
12	Allancroft	636	509	$163.79
4	Beacon Hill	524	419	191.86
6	Beaconsfield	642	514	182.71
5	Briarwood	672	538	183.40
10	Cedar Park	676	539	170.44
17	Christmas Park	674	539	142.78
3	◒ Dorion Gardens	404	323	197.37
13	Dorset	504	403	156.35
11	Edgewater	606	485	166.85
14	Greendale	664	531	147.94
2	Hudson Elementary	250	200	224.19
19	Lakeside Heights	702	562	140.65
20	Mount Pleasant	322	258	139.60
21	Northview	704	563	135.10
7	Oak Ridge	542	434	174.69
22	Seigniory	674	539	126.61
1	◒ ○ Spring Garden	440	352	245.36
18	Sunnydale Gardens	950	760	141.47
16	Thorndale	704	563	145.74
8	Valois Park	616	493	172.56
15	Vivian Graham	606	485	147.38
9	Windermere	564	451	170.46

◒ Heated by electricity

○ New School in 1976-77

● The winter of 1976-77 was very severe

●⟶ The **Efficiency Factor** is 80% of the school's pupil capacity

Rank 1 indicates the highest per capita expenditure; Rank 22 the lowest

Many variables are involved in these data and are often impossible to measure.

Comparative Per Capita Costs

Shown As Percents (1976-77)

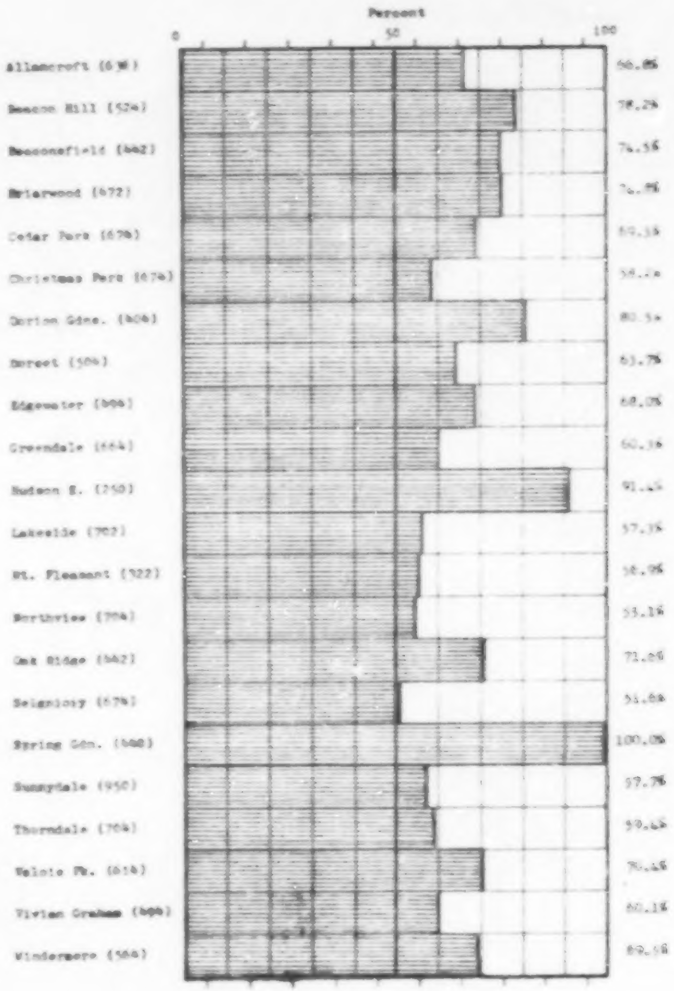
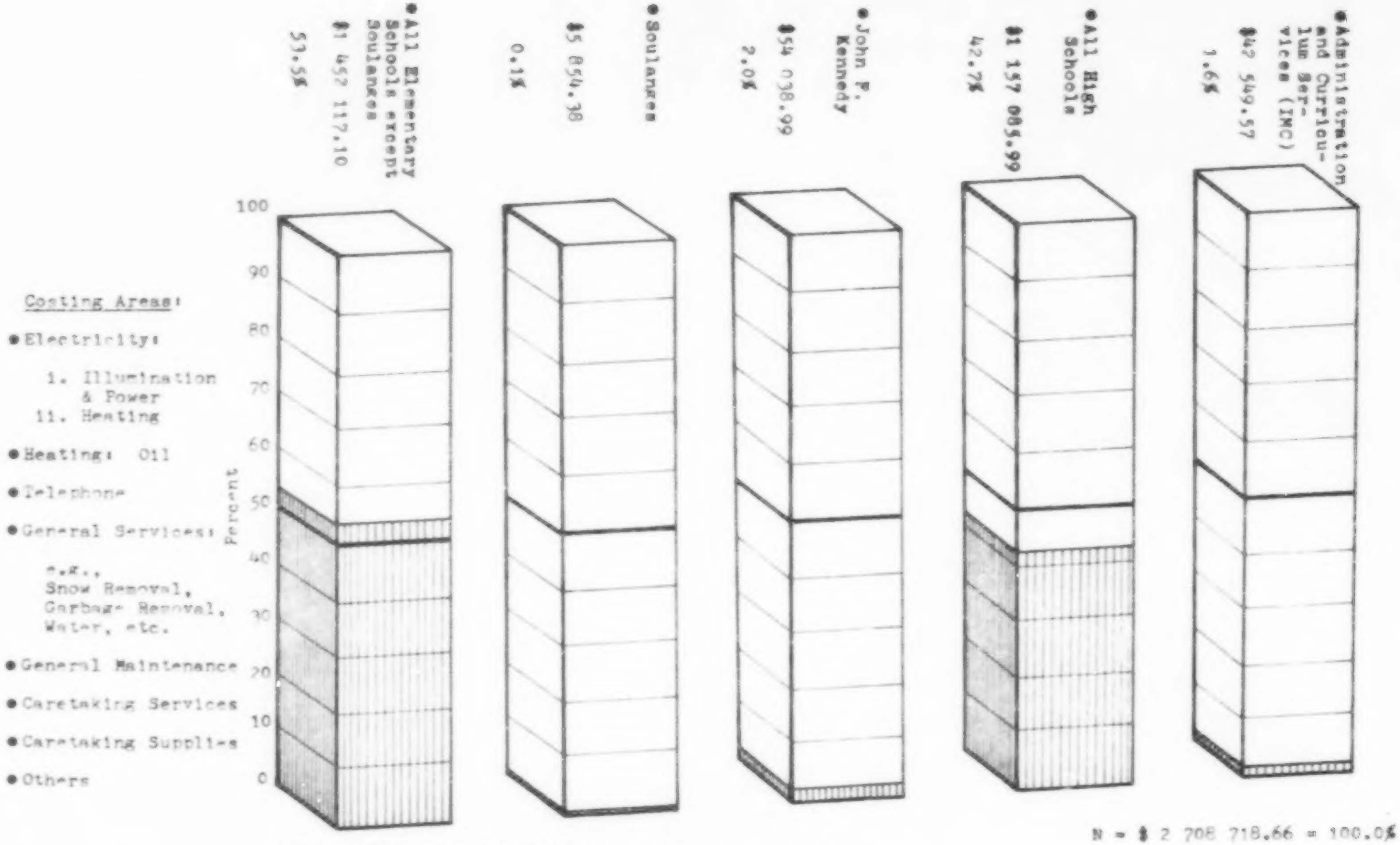


Figure 44



N = $ 2 708 718.66 = 100.0%

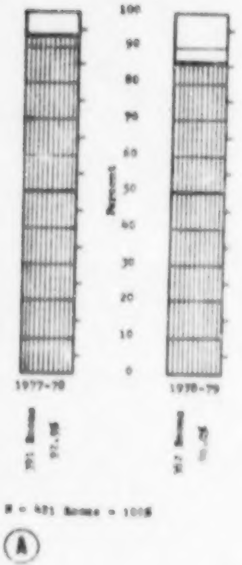
(Average of Two Years)

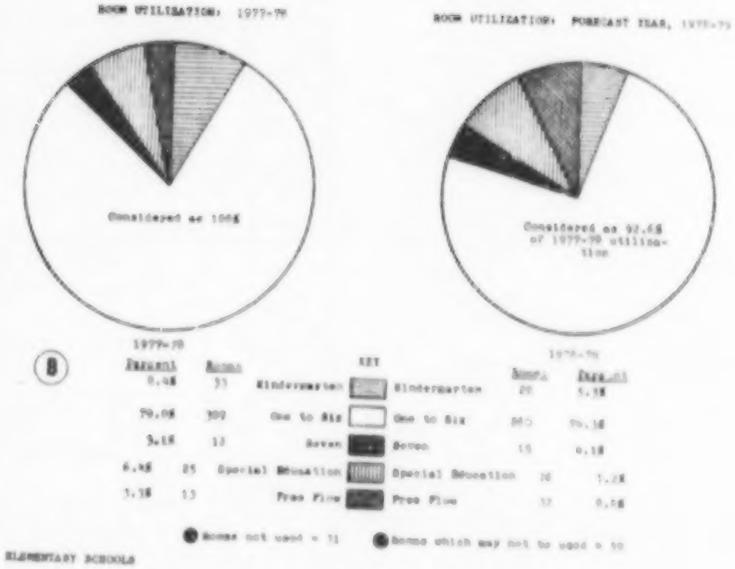
Average Costs For All Buildings Under The Control Of The Lakeshore School Board For The School Years 1975-76 And 1976-77

Figure 45

SPACE

Figure 46





Ⓒ

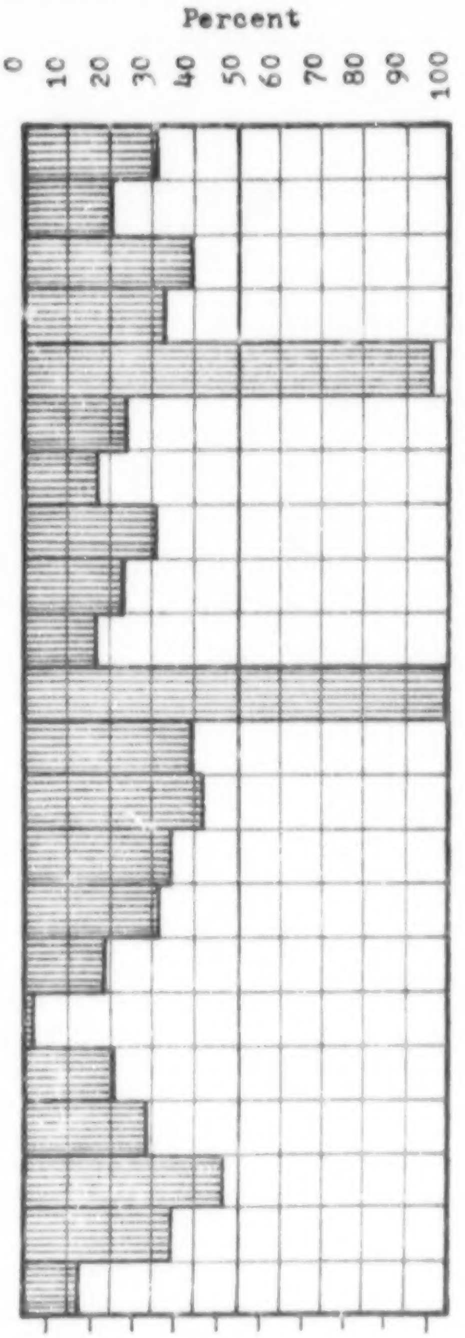
FACILITY	ADEQUATE	INADEQUATE	VERY INADEQUATE
● Curriculum Services:			
Office Space	●		
Storage			●
● Pupil Services:			
Central Offices		●	
Storage		●	
Guidance:-			
High School Offices	●		
Elementary School Offices	●		
Health Services (in most schools)	●		
● Administrative Services:			
Office Space	●		
Storage		●	

● Adult Education:

Office Space: Must relocate

Day-time classroom and gymnasium space are required

Comparative Data On The Ages Of The Elementary Schools



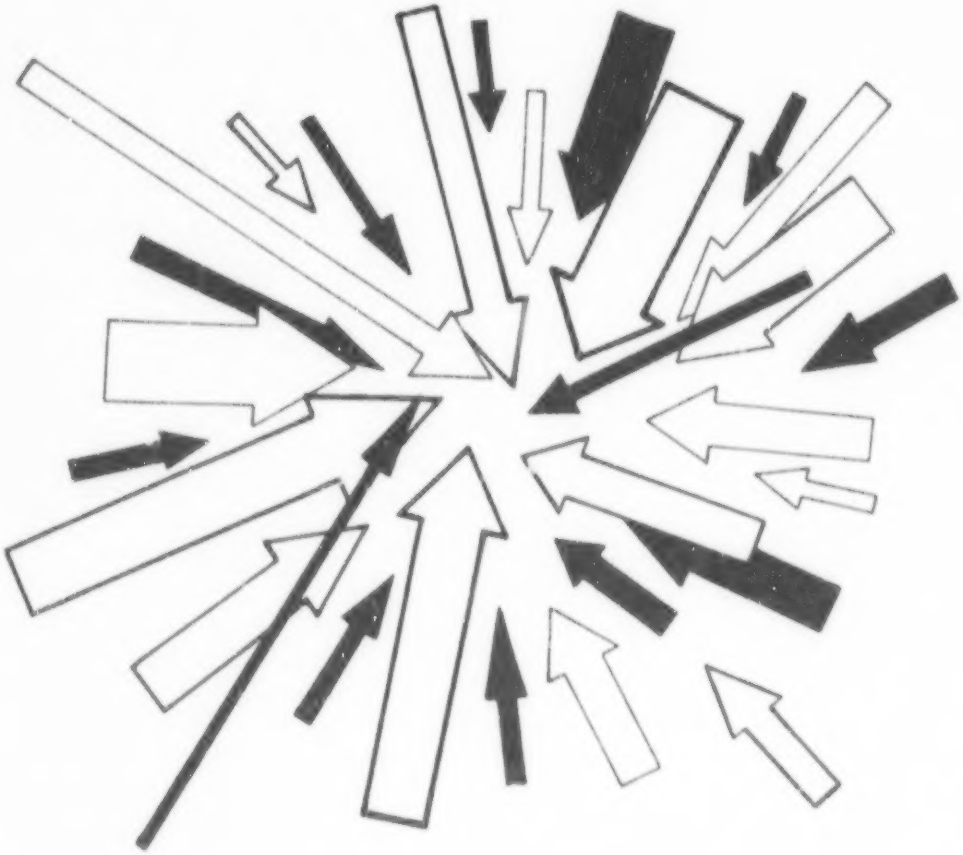
School	Built	Age	Percent
Allancroft	1959	18	31.0
Beacon Hill	1965	12	20.7
Beaconsfield	1954	23	39.7
Briarwood	1958	19	32.8
Cedar Park	1921	56	96.6
Christmas Park	1963	14	24.1
Dorion Gardens	1967	10	17.2
Dorset	1959	18	31.0
Edgewater	1964	13	22.4
Greendale	1967	10	17.2
Hudson Elementary	1919	58	100.0
Lakeside Heights	1954	23	39.7
Mount Pleasant	1953	24	41.4
Northview	1957	20	34.5
Oak Ridge	1959	18	31.0
Seigniory	1966	11	19.0
Spring Garden	1976	1	1.7
Sunnydale	1965	12	20.7
Thorndale	1960	17	29.3
Valois Park	1950	27	46.6
Vivian Graham	1957	20	34.5
Windermere	1970	7	12.1

Soulanges (One Room): built in 1919: 58 years old

Figure 46

B

DECLINING PUPIL POPULATION:
Consultation



LSB 1977-78

INTRODUCTION

This section contains the data gathered through consultation with school groups which met in nine separate sessions during February and March of this year. The results are reported using graphs and tables, and illustrate the preferences selected by the participants when considering the organizational options.

Further, the results of questionnaires which accompanied the organizational options are also included in this section; they too are reported through the use of graphs and tables. All written comments offered by the participants are also included.

Three additional meetings--one with the Lakeshore Students' Union and two with representatives from the community at large--were also held. The results of these meetings are reported in anecdotal form.

Participants:- Elementary Schools

● Parents:	School Committees	48		
	Home and School	34		
	Parents	21		103
● Teachers:	Staff Council	30		
	Teachers	18		48
● Others:	(Did not specify)	34		34
			Total	185

Participants:- High Schools

●Parents:	School Committees	19	
	Home and School	12	
	Parents	3	34
●Teachers:	Staff Council	16	
	Teachers	5	21
●Others:	(Did not specify)	12	12
		Total	67
		Grand Total	252

● N.B. Page numbers in this section are placed in circles.

THE MODE

An average is a single central value used to represent a set of data. There are three widely used (i.e., mode, median and arithmetic mean) and five relatively rare kinds of averages. The simplest measure of central tendancy is the mode--that is, the value which occurs most frequently.

When gathering rated preferences from various individuals who have been asked to order a series of tangible/intangible statements, the averages are best established by determining the mode in each case.

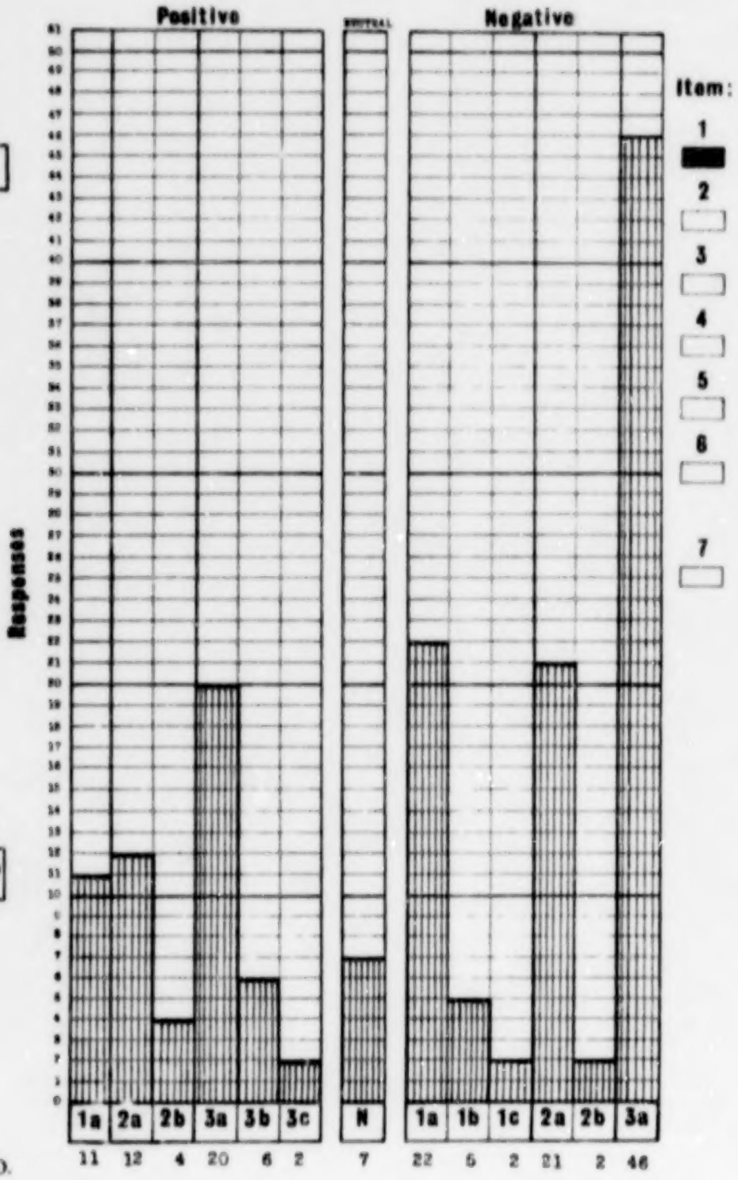
This has been done for the consultation sessions held at various elementary and high schools throughout the Board.

Elementary Item No.: One

N:185

N/R:

20



Mode:

3a (20)

No.

Item:

1. Choose to reorganize the entire school board programme so that each school is designated as special in some particular way (e.g., Integrated Learning or French Immersion, or Fine Arts, or Traditional Basics, etc.). Parents then would select, on a yearly basis, the school they wished their child to attend.

Elementary Item No.: Two

157

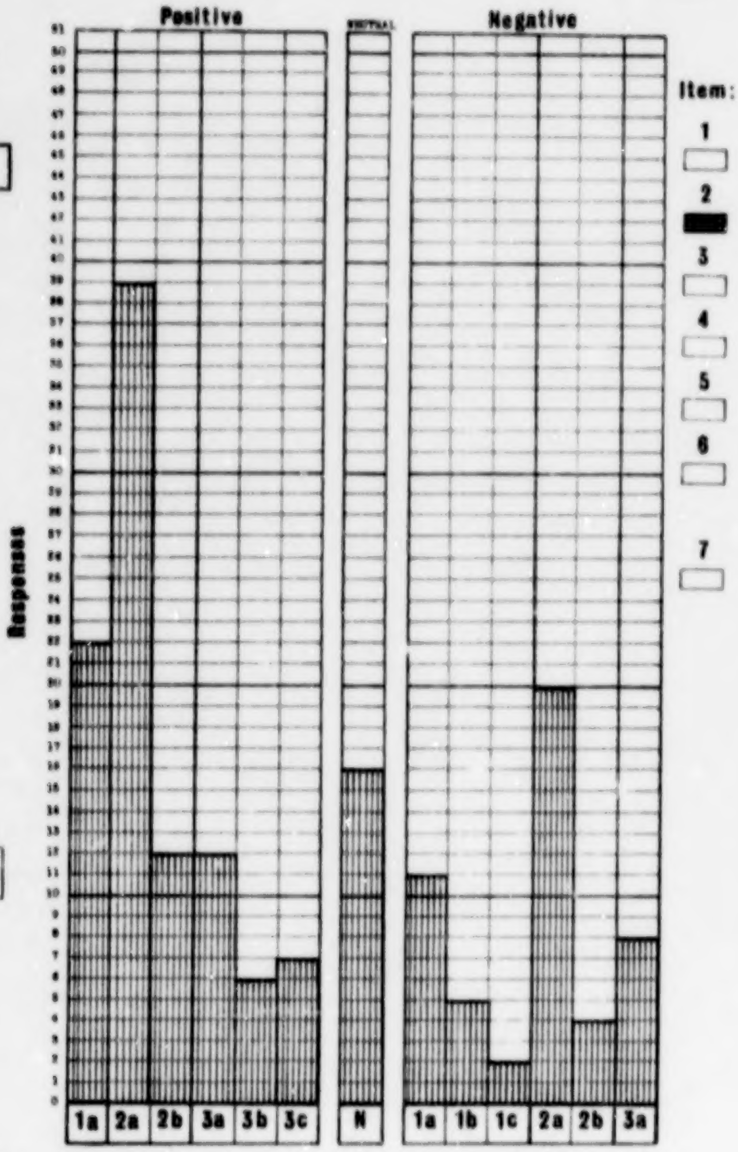
N:185

N/R:

21

Mode:

2a (39)

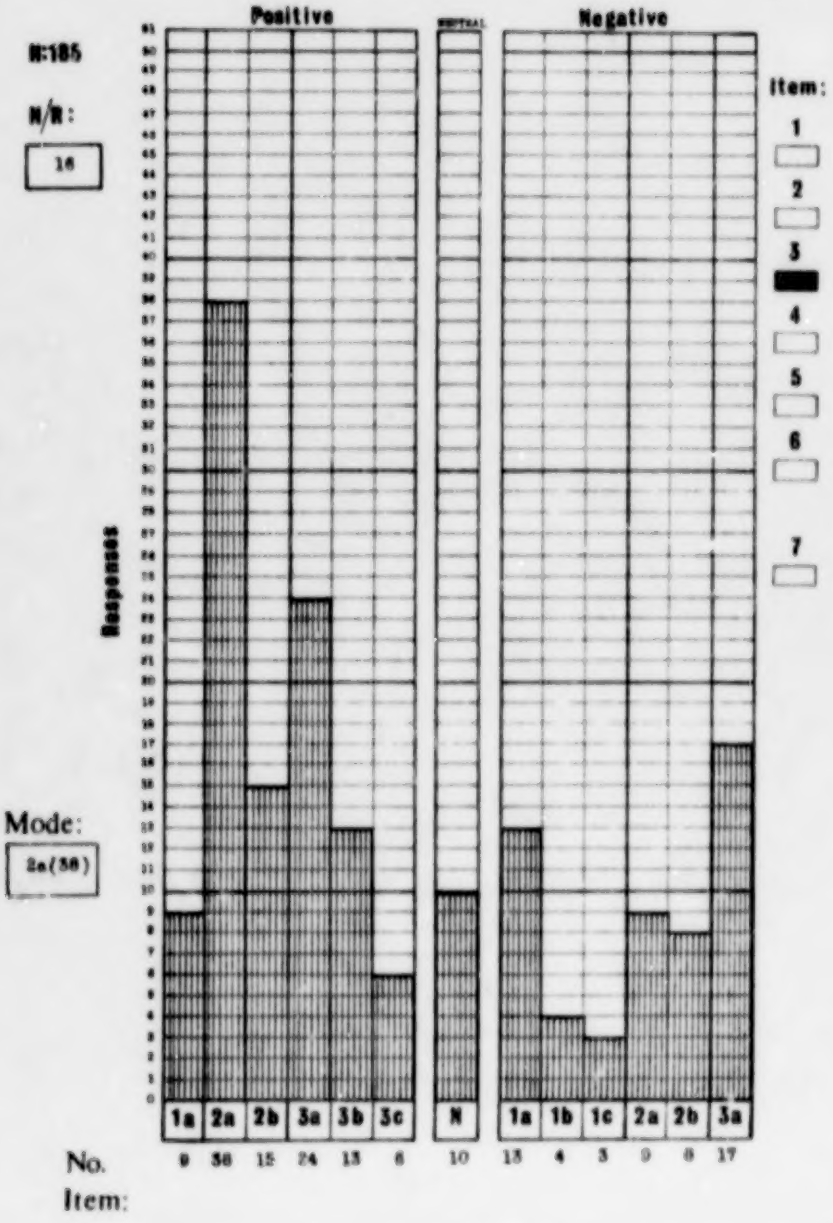


No.	22	39	12	12	6	7	16	11	5	2	20	4	8

Item:

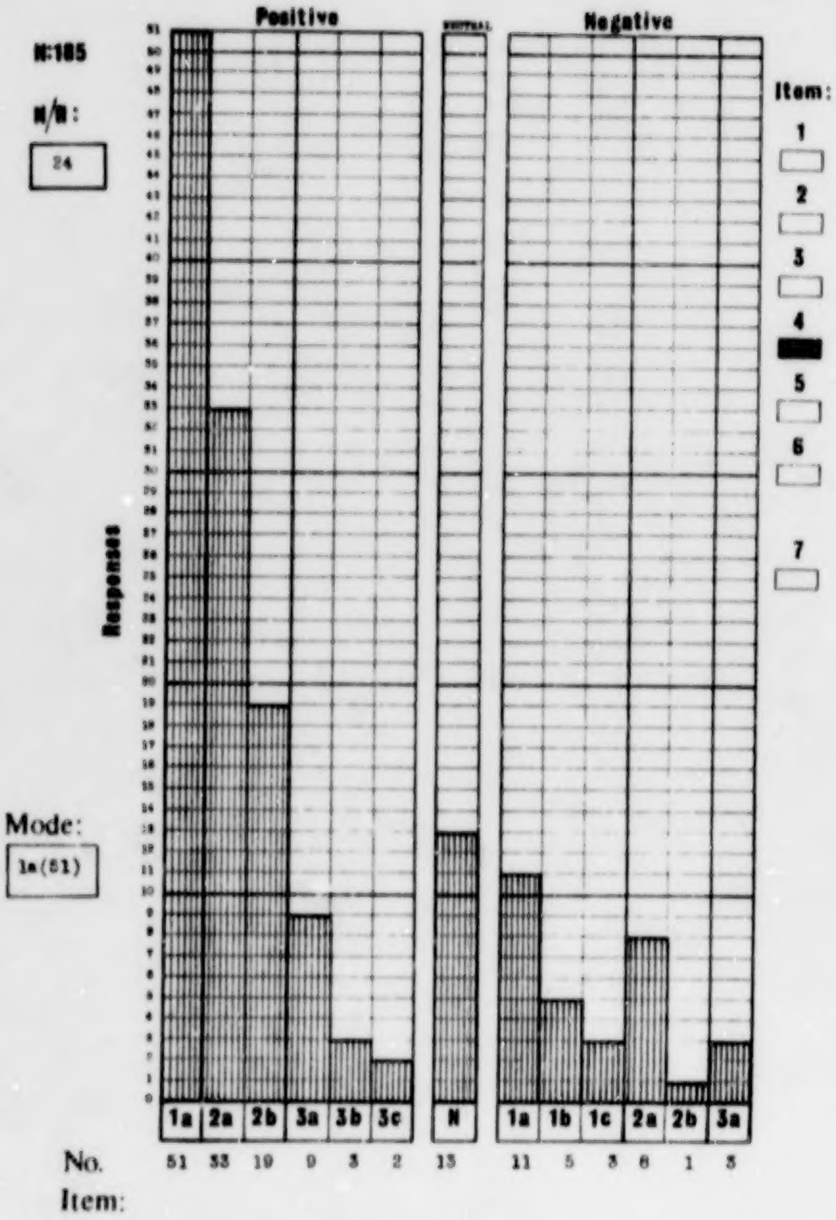
2. Maintain present school boundaries. Staff Brown School with multiqualified teachers who include Music, Physical Education and French among their specialities. Each class would probably have at least three different teachers each day.

Elementary Item No.: Three



3. Combine Brown School with Orange School--another school with a small student population--to create a student body large enough to support a specialist staff. (This decision assumes that either Brown or Orange School ceases operation as an elementary school.)

Elementary Item No.: Four



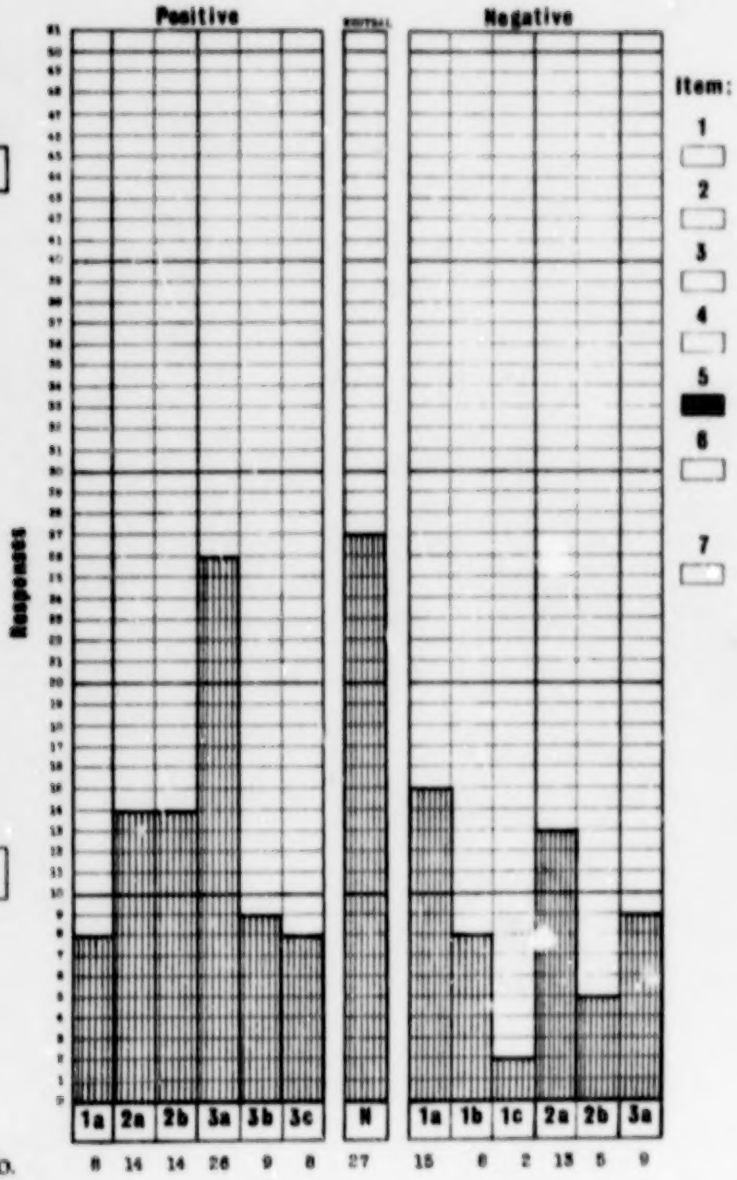
4. Combine the primary students (Kindergarten to Three) of Brown and Orange Schools to create a Primary School at Brown. At the same time assign Grades Four to Six inc. to Orange School to create a Middle School.

Elementary Item No.: Five

N:185

N/R: 27

Mode: 3a(26)



5. Redistribute the entire school population in such a way as to maintain sufficient students in each school to support a specialist programme (e.g., French Specialist, Music Specialist, Physical Education Specialist).

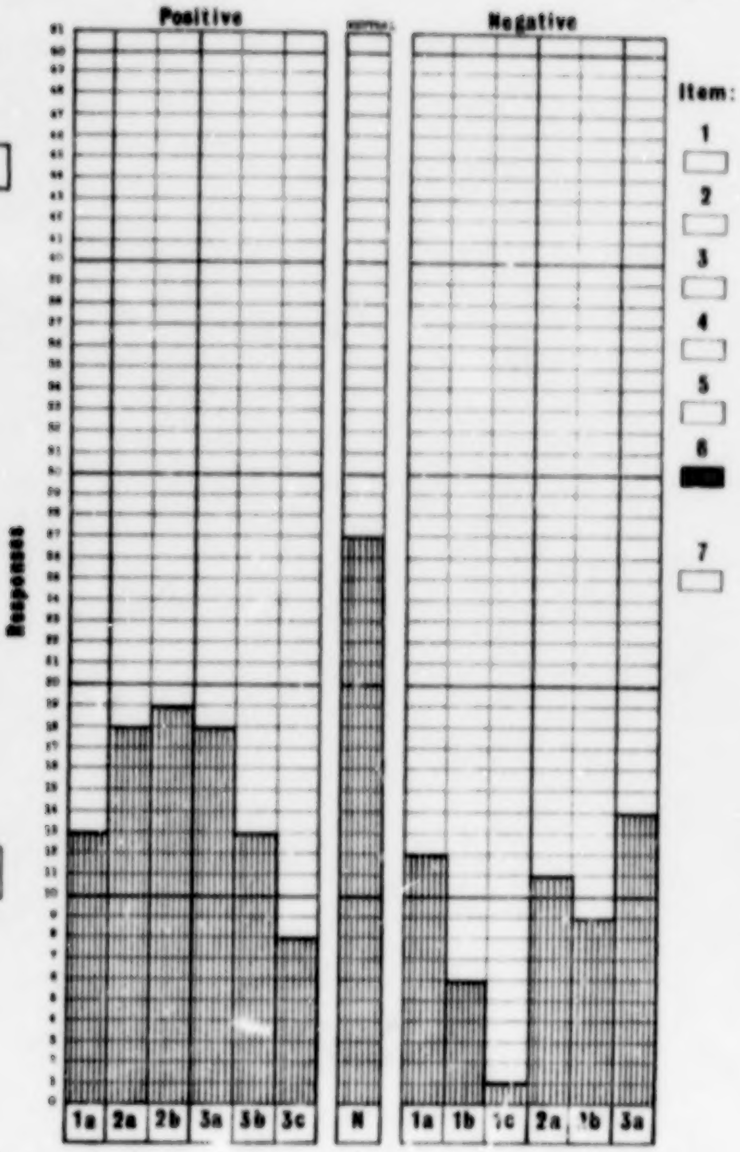
N:185

N/R:

16

Mode:

2b (19)



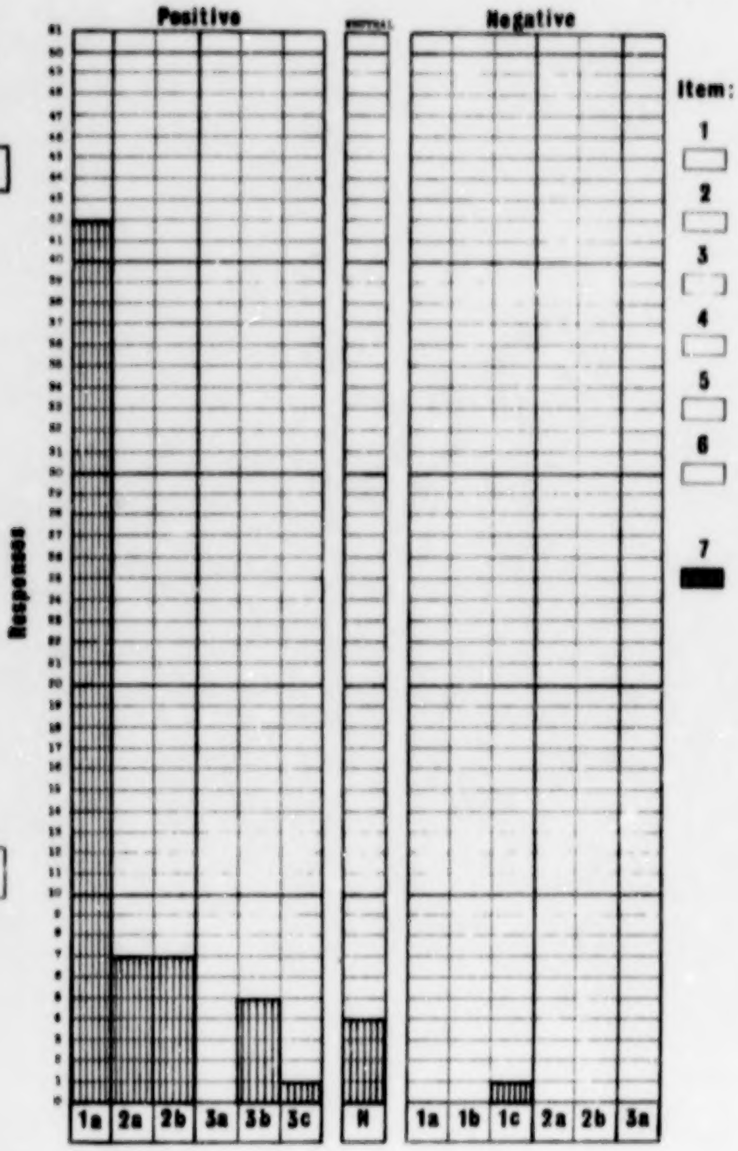
	1a	2a	2b	3a	3b	3c	N	1a	1b	1c	2a	2b	3a
No. Item:	13	18	19	18	13	8	27	12	6	1	11	9	14

6. Redistribute student population in fewer schools in order to release some schools for other educational or community purposes (e.g., Adult Education, Day Care Centre, Senior Citizens Social Centre, Science Centre, etc.).

Elementary Item No.: Seven

N:105

N/R: 118



Mode: n/a

No. 42 7 7 5 1 4 1

Item:

7. The data developed in Item Seven come from several participants, and therefore each submission should be considered on its own merits.

There is no mode in this case.

MODE: ELEMENTARY

RESPONSE PATTERN

Elementary

ITEM	Positive						Neutral	Negative					
	1a	2a	2b	3a	3b	3c		1a	1b	1c	2a	2b	3a
1	11	13	4	20	6	2	7	22	5	2	21	2	46
2	22	39	12	12	6	7	16	11	5	2	20	4	6
3	9	38	15	24	13	6	10	13	4	3	9	8	17
4	51	33	19	9	3	2	18	11	5	5	6	1	5
5	8	14	14	26	9	8	27	15	8	2	13	5	9
6	15	18	19	18	15	8	27	12	6	1	11	9	14
7	42	7	7		5	1	4			1			
	1a	2a	2b	3a	3b	3c	N	1a	1b	1c	2a	2b	3a

MODE PLACEMENT

Item						
1				20		
2		39				
3		38				
4	51					
5				26		
6			19			
	1A	2A	2B	3A	3B	3C

Elementary - Options (7)

COMMENTS FROM OPTION FORMS   Spring Garden, Sunnydale and Valois

Community schools ie. fewer students but school continuing to operate by assigning part of building for other uses, which in turn would help with the financial burden of keeping the school open.

Combination of 4, 5 and 6 create primary and middle school, redistribute school population leaving a percentage of the school available for community use so that all communities can benefit.

By combining items 4, 5, 6 and redistributing the best of all these options are continued and attained.

Combine 4, 5 and 6 so that the best of the three proposals applies in all the schools.

Combine options 4, 5, 6 to free space in all schools; provide flexibility within the school, support specialist programmes.

The community School principle of using the facilities for other groups, senior citizens, Class d'Accueil, Resource Centres.

Yes, juggle to maintain quality education.

Perhaps specialized Grades 1,2,3 in one school and specialized 4,5,6 in orange school and a more varied program with greater options.

Welcoming classes; opening of a French school; stopping interboard agreements with Baldwin Cartier.

Use the empty spaces in the school for day care, resource centre for field workers and consultants, etc. But, if this is done, separate parking must be provided. From personal experience Adult Ed. plus transportation at John Fischer constantly provided a hazard for children since the "personnel" plus business traffic" was incredible. Also use school as a community centre - day care, old age group, etc.

Combine 4, 5 and 6. Refer to Bob Jones' sheet for details.

See Bob Jones' suggestions to combine 4, 5 and 6.

I would like to see either a Jr. High School (7-8) separate or bring level 7 teacher to elementary level.

Use empty spaces in any school eg. Sr. Citizens in elementary schools to support grandparent-child relationships; child day care in High School to augment family living curriculum, etc. possibilities are unlimited.

Develop French programmes - either by regular grade - or "extra" in any school with dropping english population.

#6 these community activities and resources should be integrated in the school, during the regular school hours. The senior people could work as volunteers. The day care centre, adult programs, etc. would attract involvement in the school. Parents would become involved in educational activities.

Keep smaller schools open by making them available to other groups (Adult Ed., Day Care, Senior Citizens, etc.)

Redistribute student population in schools affected to release space within each of those schools for other educational or community purposes, Adult Ed. Day care, etc. (Perhaps by organizing primary and middle schools between two schools in close geographic proximity.)

Integrate No. 6 with an existing school population.

#5 too much bussing. If done within reason it might not be so bad.

#6 Perhaps important but should not be rated -- investigate separately regardless of other selections.

Elementary - Options (7)

Return the grade seven to elementary school. This would of necessity decrease the high school population, but they are, in my opinion, over-crowded.

Bring Grade 7 back to the public school.

Put Grade 7 back in elementary school.

Basically as I but the courses for the child tailored such that he attends the schools on a daily basis - computerized selection of courses by priorities chosen by child or parents so that no courses "clash".

Use elementary for Junior High Schools (7 & 8).

Put grade 7 back in grade schools.

Option 2 modified to share some specialists (disability, music classes - 1 teacher to handle 3 small schools). It is basic to maintain the neighborhood school. Bussing is expensive and creates other problems. Also schools can be shared with other public activities.

Move grade 7 children back to elementary schools.

OPTION 7 Proposal from Community at large meeting.

COMMUNITY SCHOOL a possibility - fulfilling community need.

- -Support needed of School Committee, the mayor, the "Y"
- -Involve municipality
- -Adult Education classes:
    - * -French
    - -Handicrafts
    - -Art (oil painting)
    - -Exercise classes (Fitness, yoga)
    - -Dressmaking
- -Nursery School
- -Special Education classes
- -High School - facilities put to more use (photography, machine shop, woodworking, art, mass media.

****

It is essential that education programs today acknowledge the need to learn how to use leisure time effectively. Must start with elementary students and continue through secondary and college levels.

****

The habit of effective daily physical exercise must be instilled in students from beginning of school experience. This should be a required part of each day's programme. It can easily come under the direction of the classroom teacher for the staff should model this behavior as well.

Elementary - Options (7)

COMMENTS FROM OPTION FORMS   Allancroft

1. English pre-kindergarten program. Available rooms used for day care.

Introduce Grade 7 where necessary. No 2 unit also.

Need time to think this out, need more information.

Move toward multiqualified teacher approach, away from specialization, ensure that sufficient number of teachers are bilingual so that a french immersion program can be maintained in each school. Merge schools when must to maintain french immersion. Move grade 7 students back to elementary schools where this is not done already today.

Possibly one could accept (6) if one were sure these other educational options be made available to children when it offers an advantage to the educational concept (total) of these children.

Why can't all english students attend one school. All French students attend one school. If individual parents wish english students sent to french schools, make application for such - likely would be accepted.

Knock down walls - allow for one class to have more flexibility.

Let's explore the Primary School K-1-2 idea. Then special studies for the elementary school-age child.

A French Immersion K-6 available as an anternative in this area. Take Grade 7 & 8 out of BHS and put them into the elementary system. 50/60 French Immersion K-6.

Junior Kindergarten for age 4 - not French instruction. Change age of entry from Oct. 1st deadline to Dec. 31st as other provinces. Use extra classrooms in the various schools for same purposes described in #6.

Create Junior and Senior High Schools.

Start a regular English Junior Kindergarten program for all 4 year olds. Maintain schools at present population but use empty spare rooms as day care centres providing supervision during the noon hour and from 3:15 - 5:15. During this time special programs coudl be provided for the children.

French Immersion from K - 6. in elementary schools.

A Protestant French school K - 6. A 50/50 French/English K - 6.

Lakeshore School Board should open its own total French Immersion program.

Total French Immersion school in each district and distribute rest of population according to #5.

50-50 split English French from K to 7.

No. 1 proposal only for traditional basics (entire school). We are talking elementary (let's get 'roots of tree' into strong condition).

Combine LSB and Baldwin Cartier populations and redistribute populations in fewer schools, turning excess capacity to community use.

50-50 French Immersion K-6

French School in each district. Then provided solid Eng. Ed. in community school.'

Elementary - Options (7)

PRIORITIES SURVEY - Hudson and Mount Pleasant

K-8 ? K-11

Construction at Mount Pleasant to accommodate the grades 4 - 6. Leave H.H.S. for Grades 7 - 11 (plus adult ed. classes if possible).

Construction at Mount Pleasant to accommodate all the elementary classes (K to grade 6)

K-8 at H.H.S. 9 - 11 at Mac. Close Mount Pleasant.

K-6 at Mount Pleasant if building completed at Mt. Pleasant. 8 - 11 plus Adult Ed. at H.H.S.

Complete construction atM.P. to acc. K-6. Hudson High acc. 7-11. Close M.P. Hudson High K-8, pupils in Sec. 2 place in Mac High.

Complete proposed construction at Mt. Pleasant and combine K-8 in that school. Remove portables. HHS remains for grades 9-11. or Bring children from Mt. Pleasant to HHS and combine K-8 in HHS. Grades 9-12 travel to a school (eg. Macdonald) which can provide more options and facilities.

Close Mt. Pleasant. Hudson High Accommodate K-8, 9 -- 11 at Mac. or K-11 at Hudson High.

K-11 school multilingual. ?

K-11 school.

Maintain in Hudson a K-11 education system with whatever options can be made in the ensuing consequence.

Find a way to integrate all school facilities in Hudson so that French-English Protestant Catholic lines might be blurred if not eliminated - Hudson is an ideal community for such experimentation.

Some parents feel a need for a French school to serve the families who have sent their children to St. Remi. These are not only the students who register with us and arrange with us to go to St. Remi but also many English non-catholics who just register with Baldwin Cartier in order to go to St. Remi.

Welcoming classes and French in order to bring in more money from Quebec Gov't.

PRIORITIES SURVEY - Christmas Park

I do find it's important that children go to a school near to where they live and do not require bussing.

K-3 attend neighbourhood schools where possible and in these schools 4-6 be modified 'magnet' ie. one school have PFI and another school English tuition.

Explore active cooperation with Baldwin Cartier School Board in order to reduce administrative costs and maintain geographically defined school areas.

Maintain neighbourhood schools as much as is possible.

Combine 2 & 6. Parts of brown school and orange school could be used for day care, senior citizens centre, etc.

Combine 5 and 6 to give children contact with Senior Citizens, etc.

Close the smallest schools and send pupils to closest existing larger schools. Use some (not all) of the empty buildings to provide a few special schools - a French school; a bilingual school, a fine arts school.

Combine 6 & 1 such that a few schools will be designated special as described in 1.

Elementary - Options (7)

A combination of 2 and 6 would solve the problem of neighborhood schools being ½ empty. An effort should be made to avoid transporting of K to Gr. 3 children.

Maintain neighborhood school and add complimentary population to available space - nursery school, adult education, Y.M.C.A. or municipal recreation division, senior citizens. In some areas shared staffing with tenants might be contemplated.

Change present F.F.I. to 50/50 programme from levels 4 - 6 for all.

I feel that a combination of the above would be most suitable and perhaps provide flexibility to some extent for schools in different areas. Assuming some may be a great distance from another. I am opposed to 1 on the basis that a child should have some general background and that he should not be categorized so early in life.

Redistributing students equally to allow a specialist programme could be the answer depending on how great a distance some children would have to travel. This may be the answer in some areas as long as the larger school does not lose facilities and become ineffective because of almost too large a population after the joining. Also this may provide the answer when 2 schools are almost in the same area and serve much the same community and one is so small as to be totally able to to be joined to the larger school without much affect to the larger.

I feel the best solution is a combination of 2,4,5,and 6. I feel the boundaries of a school area may have to be extended. However I feel that this would be accepted by all in time.

I look forward to how this will all turn out and hope I shall contribute to its success. The presentation was very well made and very clear in its objectives. Good luck. I am ready for change!

Elementary - Options (7)

French immersion courses for teachers - enabling them to function and teach their subject in French.

Survey (Study) of courses and follow-up education and training to determine relevance of programs.

I don't think No. 6 should be investigated. I think No. 6 should be implemented.

Remove restrictions - let schools compete and develop individually. Supply need such as French, science or discipline.

No. 3 with special interest as French - vital in this time, less interested in open boundaries or varied learning styles.

No. 3 - assume special interest focus also means such specialization as French school.

High school boundaries should be eliminated and each school should develop programs and learning environments that attract pupils. This competition should raise the general level of education at the H/S level.

I think great effort should be put into special education.

Special Education a top priority.

I would like more individualized teaching for students who are above and below average as well as average. More control over teaching - awarding good ones and letting bad ones go.

I would like to see in the future, the children having an extra year in High School so they may benefit from all the facilities available in the school which they don't have time for now under the present system.

More specialization for marketable skills.

I would ideally like to see a High School that would be functionally bilingual. This would involve retraining of teachers so that they might be comfortable teaching their specialization in French.

Option Seven Elementary

Move grade 7 back to Elementary schools and apply No. 3 in principle.

Add to Elementary School by housing Grade 7's in it.

Consider using an empty school as a Junior High (Grade 7/8).

Should student enrolment drop I would like to see Grade 7 and 8 back in the elementary schools.

Combine Brown and Orange schools and use vacant school for community purposes.

Would like to see Grade 7 revert to elementary level.

Bring grade VII and possible grade VIII back into the elementary schools.

Bring the Grade 7 back to the elementary schools and use high school for Adult Education, etc.

Jr. (Gr. 6,7,8) High Schools to occupy space in High

Create Jr. (Gr. 6,7,8) High School to occupy vacant Elementary. Use vacant space in High Schools for Adult Ed., Community purposes etc. since they are better equipped for this.

Combine 2 low population schools when necessary. Use empty school for purpose described in No. 6.

I feel too, that an attempt to return grade 7 children to the elementary schools needs to be explored.

Move grade 7 back to Elementary schools and apply No. 3 in principle.

I favor No. 5 with a strong plea for Grade 7 students returned to the Elementary Schools.

Extend concept No. 4 to include a breakdown of the grade 7 - 11 groups into schools housing 7 - 8 (Jr. High) and 9 - 11 (Sr. High).

Return grade 7 students to the elementary level thus increasing student population. I feel this is a point to be considered under any of the above solutions.

Use part of the school for community purposes and part for school population. Might not be financially possible nor could specialists be employed.

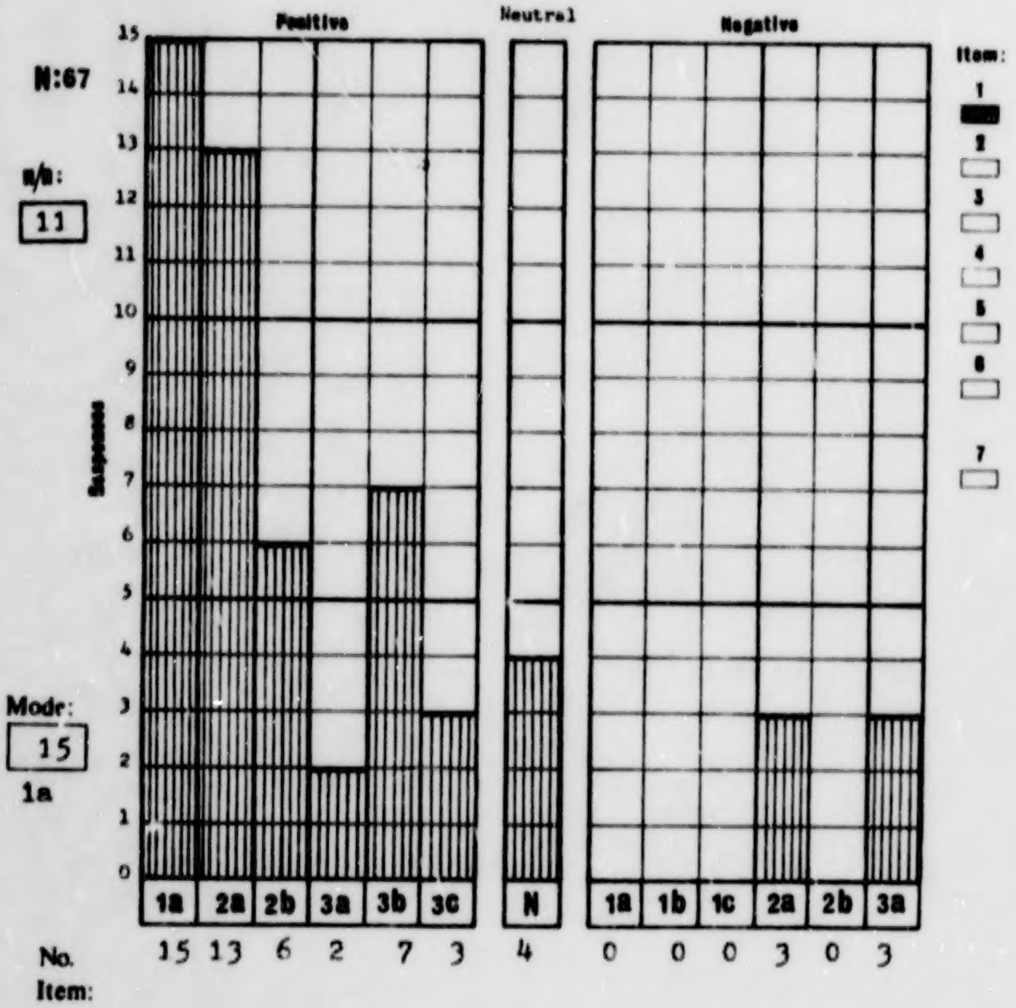
Very strong feelings re including Secondary I (Grade 7) with elementary school groups.

I would like to see schools possibly having Kindergarten through grade 4 - middle school having grades 5 - 8 and then a third school having grades 9 thru 11. My thoughts are that the children are thrown into the secondary school at a very young age because a good number of 11 and 12 year olds are still immature to be able to cope in such large secondary schools.

Bring back to the elementary school the Grade 7 children as is done in the west area of our board.

HIGH SCHOOL

Item No.: 1



1. Secondary education would be reorganized on a Junior-Senior High School concept.

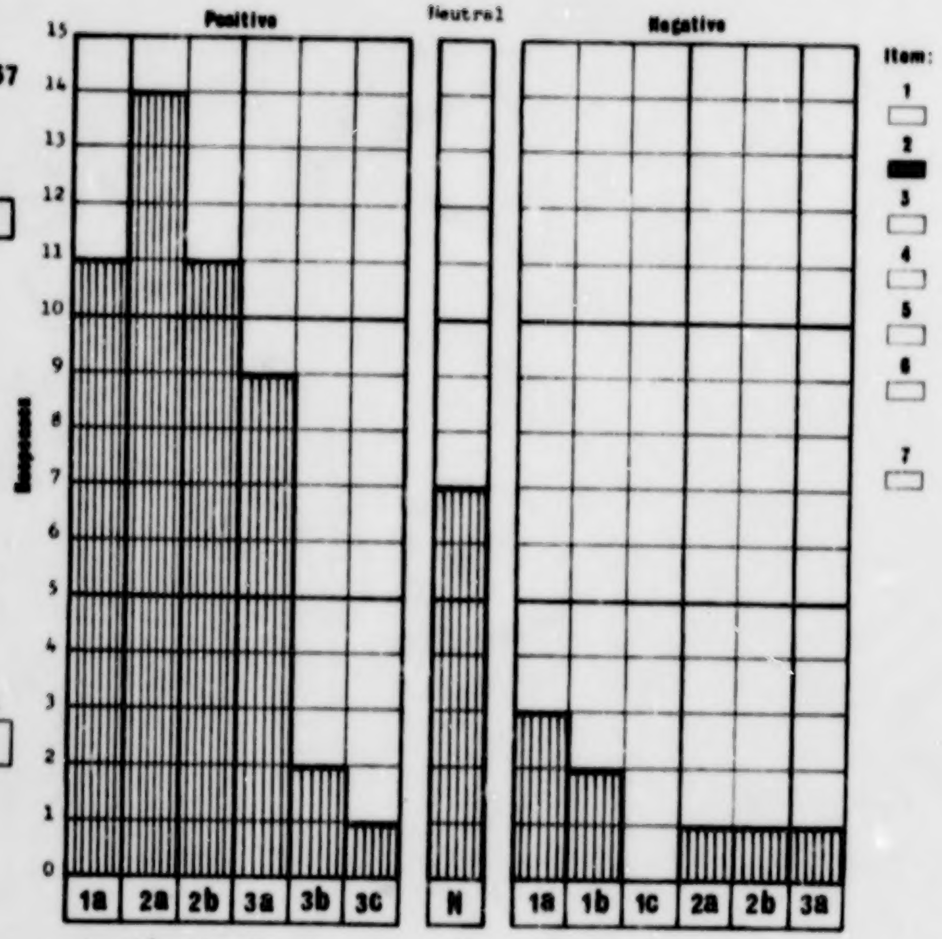
HIGH SCHOOL

Item No.: 2

N:67

n/a: 4

Mode: 14 2a

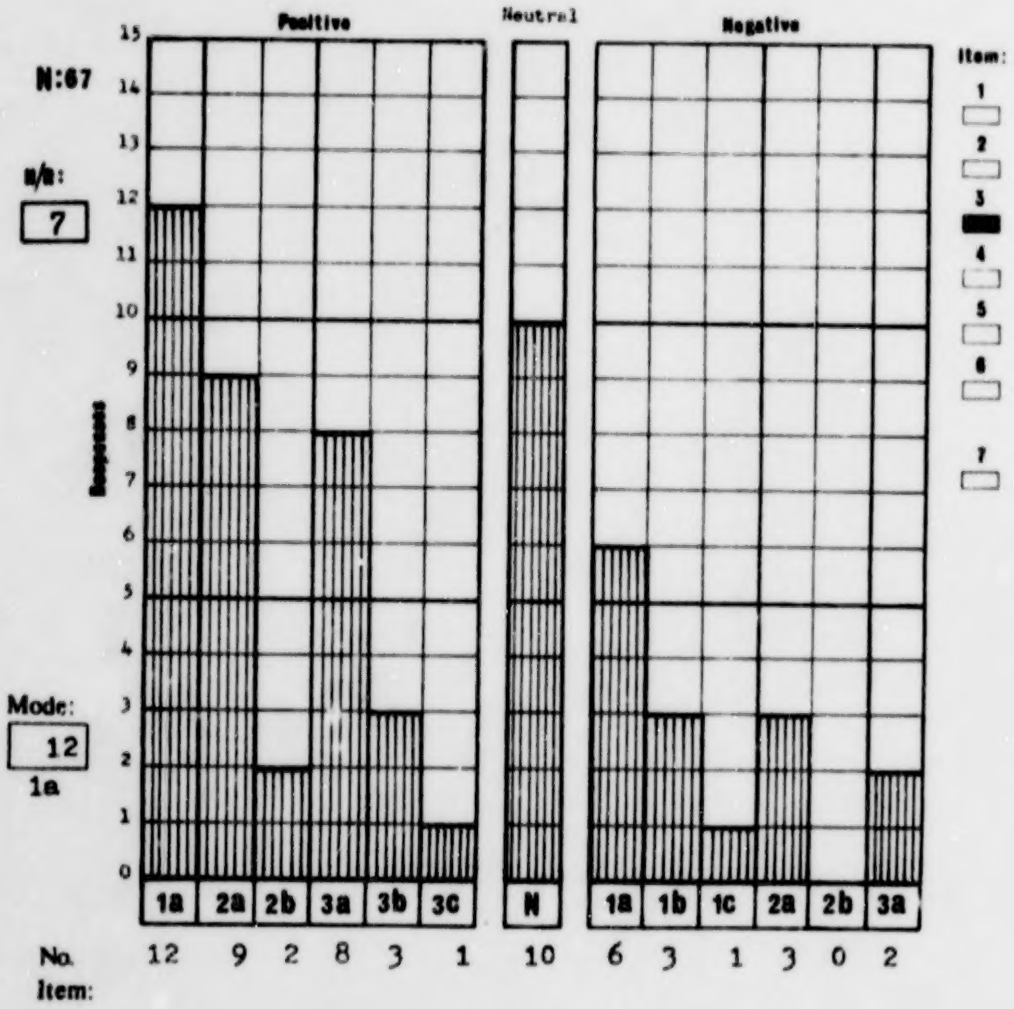


	1a	2a	2b	3a	3b	3c	N	1a	1b	1c	2a	2b	3a
No. Item:	11	14	11	9	2	1	7	3	2	0	1	1	1

2. Each High School would offer basic core subjects plus unique specialization. Students would select their High School on the basis of these options. (Open boundaries)

HIGH SCHOOL

Item No.: 3



3. Each High School would emphasize a unique learning style and environment (e.g., traditional, special interest focus, individualized, etc.). (Open boundaries)

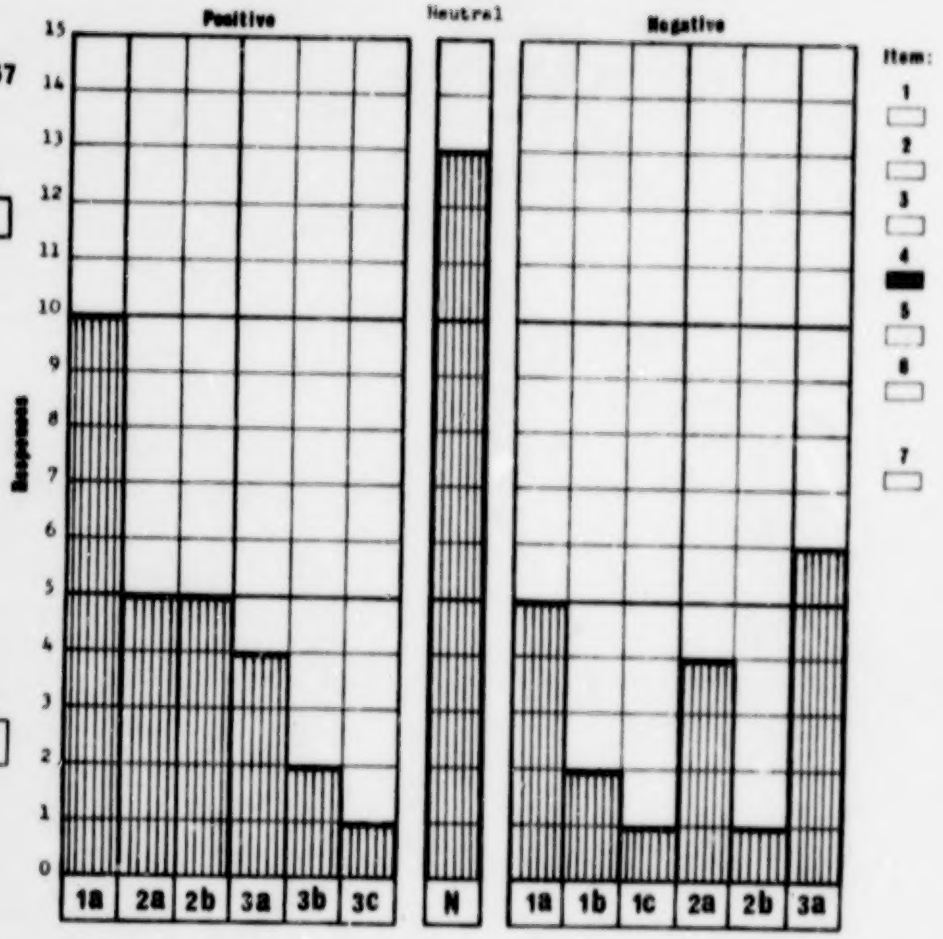
HIGH SCHOOL

Item No.: 4

N:67

n/a: 8

Mode: 10
1a



No. Item: 10 5 5 4 2 1 13 5 2 1 4 1 6

4. Each High School would continue to serve its present geographical areas, modifying its program options each year to meet resources available.

HIGH SCHOOL

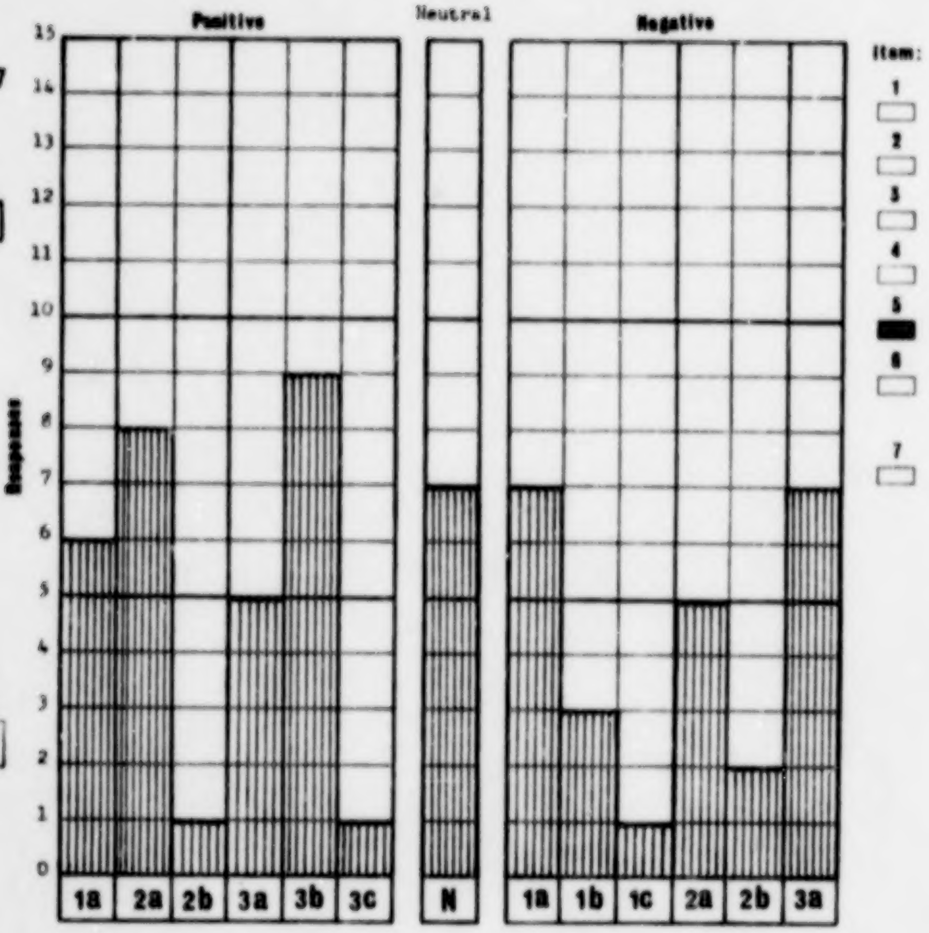
Item No.: 5

N:67

n/a: 5

Mode: 9

3b



No. Item: 6 8 1 5 9 1 7 7 3 1 5 2 7

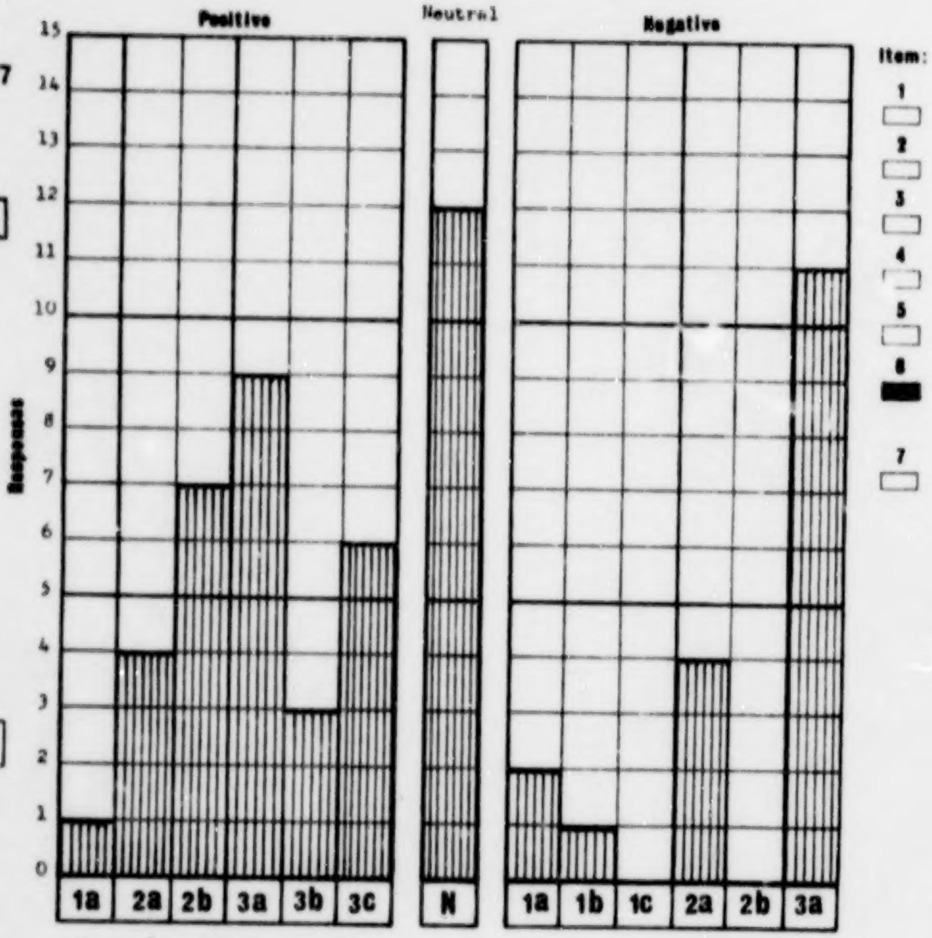
5. Each High School would focus on regrouping its resources into a structure offering a range of learning styles and environments.

HIGH SCHOOL

Item No.: 6

N:67

n/a: 7



Mode: 9

3a

No. Item: 1 4 7 9 3 6 12 2 1 0 4 0 11

6. The status quo would continue with the addition of a sixth secondary school facility organized to accomodate those students who seem unable to function successfully within the present structure.

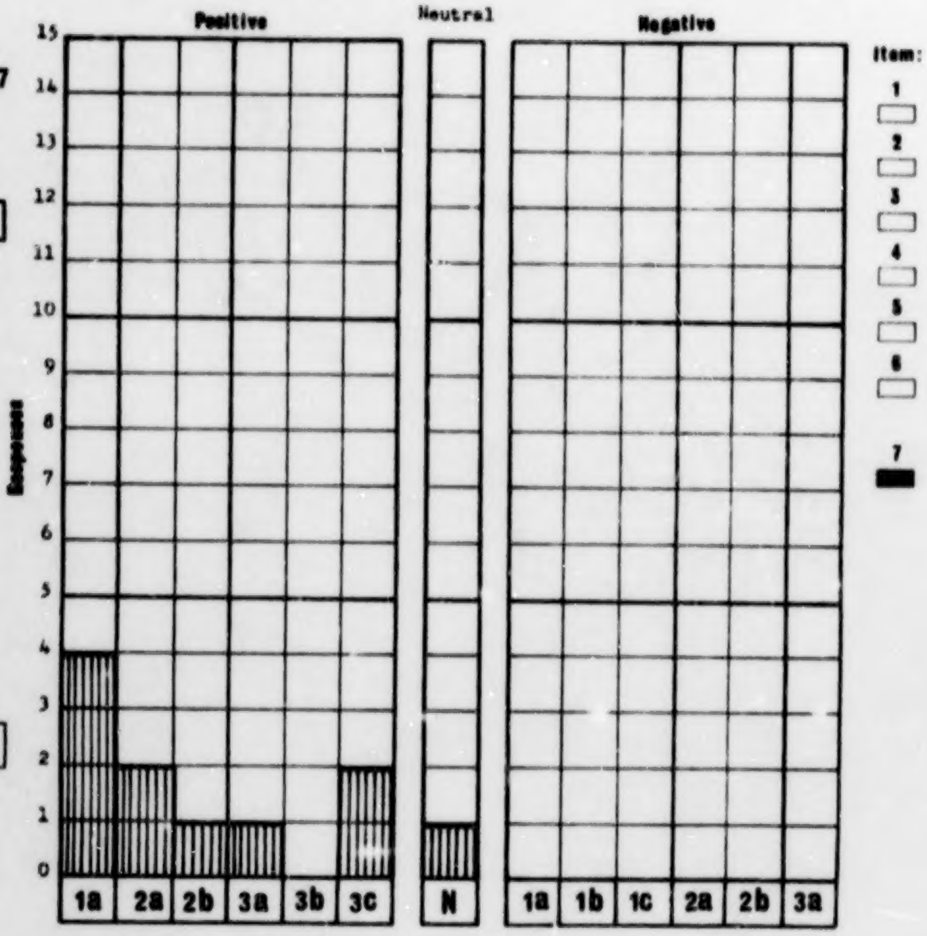
HIGH SCHOOL

Item No.: 7

N:67

n/a: 56

Mode: n/a



	1a	2a	2b	3a	3b	3c	N	1a	1b	1c	2a	2b	3a
No. Item:	4	2	1	1	0	2	1	0	0	0	0	0	0

7. The data developed in Item Seven come from several participants, and therefore each submission should be considered on its own merits.

There is no mode in this case.

MODE: HIGH SCHOOL

Response Pattern

High School

Item	Positive						Neutral	Negative					
	1a	2a	2b	3a	3b	3c		1a	1b	1c	2a	2b	3a
1	15	13	6	2	7	3	4	0	0	0	3	0	3
2	11	14	11	9	2	1	7	3	2	0	1	1	1
3	12	9	2	8	3	1	10	6	3	1	3	0	2
4	10	5	5	4	2	1	13	5	2	1	4	1	6
5	6	8	1	5	9	1	7	7	3	1	5	2	7
6	1	4	7	9	3	6	12	2	1	0	4	0	11
7	4	2	1	1	0	2	1	0	0	0	0	0	0
	1a	2a	2b	3a	3b	3c	N	1a	1b	1c	2a	2b	3a

MODE PLACEMENT

Item						
1	15					
2		14				
3	12					
4	10					
5					9	
6				9		
	1a	2a	2b	3a	3b	3c

Options - **High School (7)**

We should separate the senior and junior part of the high school and then specialize the senior part of the system.

Combination of 1 & 2. Junior high would be normal while senior more specialized.

Senior and Junior section should be kept together but each should have a variety of environments and styles open to them.

Mixture of 1 & 2. Junior High School (for 7, 8, and possibly 9). The Senior grades would be divided up into specialized schools.

Treat MacDonald and Hudson separately. Amalgamate

Treat Macdonald and Hudson separately. Amalgamate choices (2) & (3) with the other three schools.

A French-English school, whereby half of the classes would be in French.

OPTIONS - HUDSON

No. 3 but style decided by emphasis expressed by community majority.

If enrolment declined rapidly suggest community school - adding adult education to high school.

Unique specialization should be 9 - 11 -- not earlier.

I think that we should have tech-voc school(s) and academic school(s). In a community such as ours (Hudson) this may be unwieldy. i.e. bussing, encouraging children (and parents) to opt for non-academic.

Combination of 1, 2, and 3: Junior High (Cycle One) given style (3) option and Senior High (Cycle Two) given content (2) option.

COMMENTS FROM OPTION FORMS MAC AND BHS

A school in the board for delinquent or otherwise antisocial children where they can get phychological help.

Community school involving programs during the day for adults - allow them to take courses with students.

Community school? ie. adults during the day.

Community schools for adults tied in with present programs. Use elementary schools as well.

Adult involvement (as students) in order to serve the community and utilize teachers within the framework of their contract.

Maybe something on a trade school level.

Elementary
ITEM NUMBER: 1

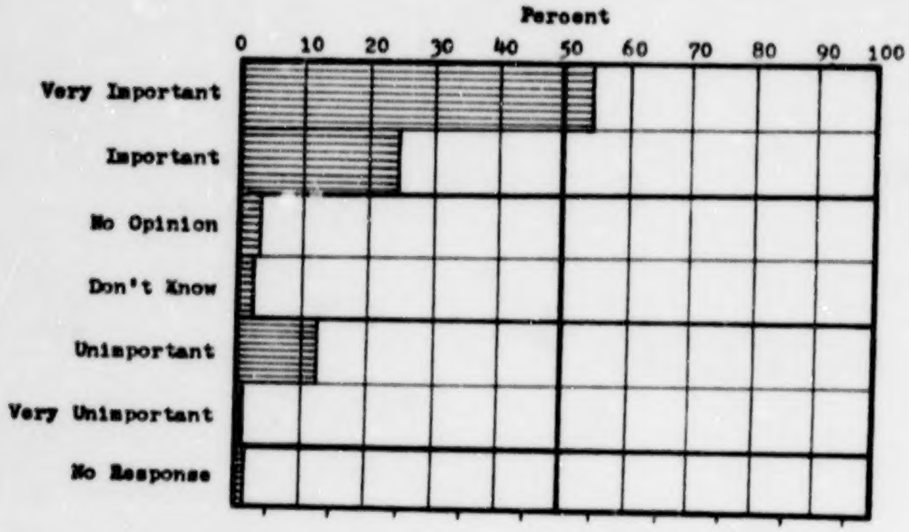
N=185

Item:

How important is it to you to make a school population large enough to qualify for a full-time "in-school" principal (i.e., his/her services are not shared by one or more other schools)?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	5	9	26	18	13	14	16	101	54.7
Important	4	13	9	10	6	4	1	47	25.4
No Opinion	2	1	2	0	0	1	0	6	3.2
Don't Know	0	1	1	0	3	0	0	5	2.7
Unimportant	2	3	5	2	3	7	1	23	12.4
Very Unimportant	0	0	0	0	0	1	0	1	0.5
No Response	0	0	0	0	2	0	0	2	1.1



All schools would have a principal.

If the school can be organized around a dynamic head teacher, the important elements of administration could be covered.

All schools would have a principal.

If there is a head teacher, he/she would have to be well liked by the staff - preferably elected by the staff.

It is important to have one (principal) or the other (head teacher).

Dynamic person chosen by the staff.

Principal's job is too complex to be shared.

I like the idea of a teaching (part-timer) Principal.

I feel it's important to have a permanent person in charge.

Depends on administration needs and the size of the school.

Impossible for a principal to run two schools.

The principal can set the "tone" of the school, making it harmonious, well-run, disciplined, etc. My observations indicate those schools with weak or indifferent principals suffer in many areas.

ITEM NUMBER: 2

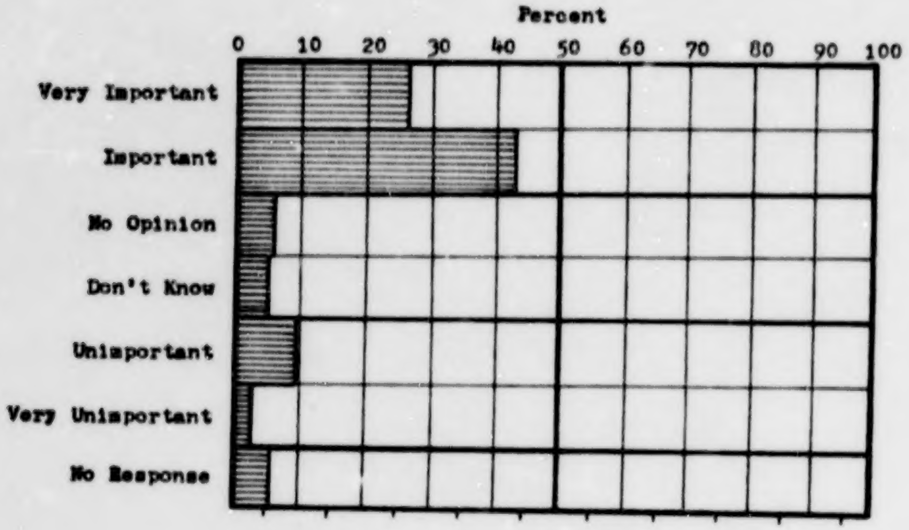
N=185

Item:

How important is it to you to make a school population large enough to qualify for a part-time "in-school" principal (i.e., his/her services are not shared by one or more other schools, and he/she also has teaching duties added to his/her administrative duties)?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	5	10	11	6	9	6	49	26.5
Important	7	8	24	12	10	12	8	81	43.8
No Opinion	1	4	3	1	2	1	0	12	6.5
Don't Know	0	3	0	3	4	0	0	10	5.4
Unimportant	0	4	4	2	2	4	2	18	9.7
Very Unimportant	0	1	1	0	1	1	1	5	2.7
No Response	3	2	1	1	2	0	1	10	5.4



Elementary - 2

Principal needed full-time for admin. duties.

Each school should have a full time principal.

Each school should have a full time principal, not a parttime principal.

If the school can be organized around a dynamic head teacher the important elements of administration could be covered.

A teaching administrator often is happier than one which administrates only.

Principal needed full-time for administration duties.

Dynamic person chosen by the staff.

If there is a head teacher, he/she would have to be well liked by the staff - preferably elected by the staff.

Depends on effectiveness of administrator.

Important as opposed to no principal nut not as preferable as

a full time Principal.

Specialty could be teaching service performed.

Only if No. 1 is not available.

ITEM NUMBER: 3 (a)

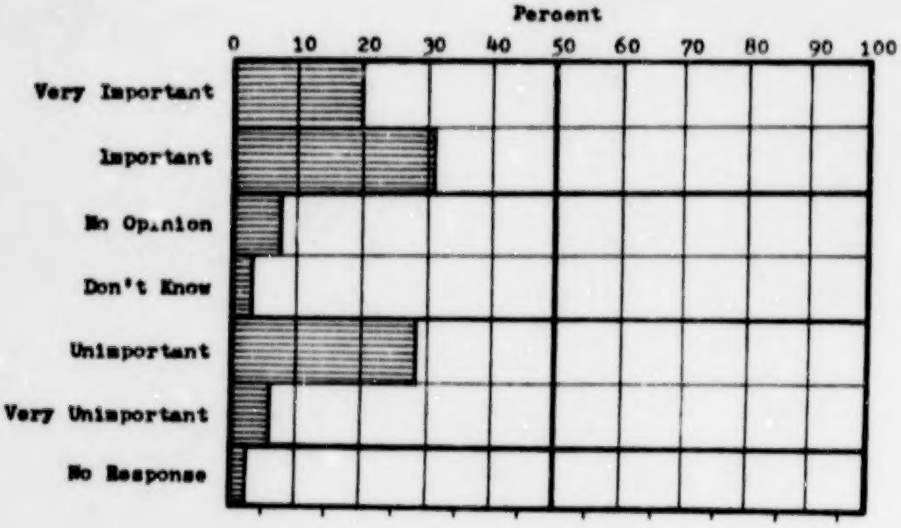
N=185

Item:

How important is it to you to have your child taught music by a specialist?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	5	6	9	7	6	1	3	37	20
Important	2	11	19	9	7	3	7	58	31.4
No Opinion	0	1	2	1	3	3	4	14	7.6
Don't Know	0	1	2	1	1	0	1	6	3.2
Unimportant	5	7	7	11	6	15	2	53	28.6
Very Unimportant	1	1	3	1	2	4	1	13	7.0
No Response	0	0	1	0	2	1	0	4	2.2



Elementary - 3 (General and Unassigned)

No objection to modification which works to advantage.

These subjects cannot be properly taught by any teacher, other than the specialists.

Other teachers could teach these subjects (if they were qualified) - "true" specailists may not be necessary.

Etant moi-même dans cette catégorie je trouve qu'il est très important d'avoir des spécialistes. Par contre il est aussi primordial de permettre à chaque spécialiste de s'éponoirer. Par example l'enseignement du français langue seconde de vrait être plus considere surtout à l'élémentaire re local spécial afin de crier l'environnement et de faciliter ce "bain linguistique" en utilisant tous les moyens possibles pour rendre notre enseignement plus vivant. Présentement la situation est très complexere audio visuel, espace pour faire des rondes des jeux etc. sourtout avec des petits. De plus la collaboration des autres professeurs est aussi très importante pour réussir à accomprier notre tâche.

You asked my opinion on my feelings of the importance of specialists in music, phys ed and french -- but offered no category for free-flow specialists or guidance counsellors. Perhaps a 3(d) could have been included in this category.

Special Education teachers appear ro be overlooked but of great importance to aid in child coping as they progress in school.

Phys. Ed. is a very specialized area - if it is to be a proper motor,etc. development.

The word specialist does not make the teacher effective.

Important as a means of well rounded education and in view of regular class teachers not being overly enthused to teach it, but not as important as French specialist.

I have given answers which may seem contradictory; I am for specialists but am no judge to decide which subjects should or should not be emphasized.

3a.

Other teachers could teach this subject (if they were qualified) - "true" specialists may not be necessary.

As a teacher I have no qualifications to teach music. A good music teacher with proper facilities and equipment can really enrich the life of a child-especially in communities that are poorer and cannot afford to give this experience to the children themselves.

Both phys.ed. and French should be used early in child's life.

ITEM NUMBER: 3 (b)

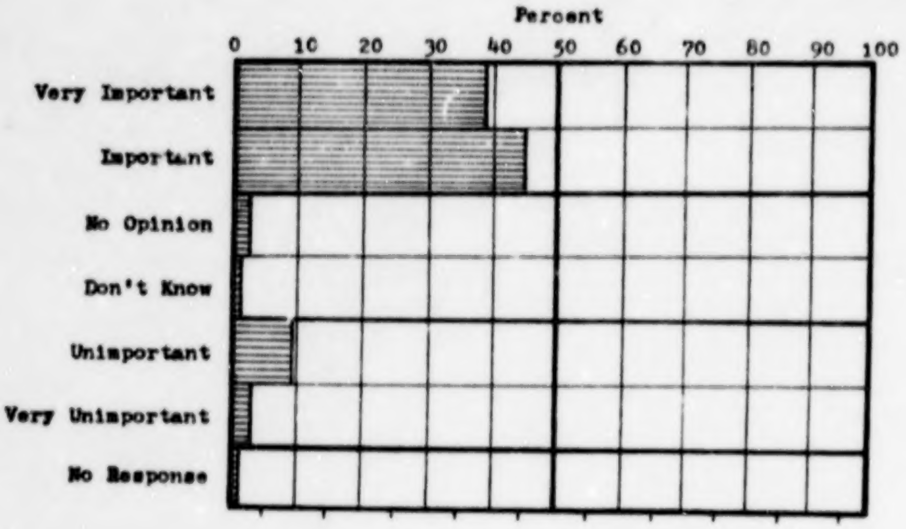
N=185

Item:

How important is it to you to have your child taught physical education by a specialist?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	12	14	18	10	7	7	70	38
Important	10	13	22	7	12	12	7	83	44.9
No Opinion	0	0	0	0	0	2	2	4	2.2
Don't Know	0	0	0	0	1	1	0	2	1.1
Unimportant	1	2	5	3	2	3	2	18	9.8
Very Unimportant	0	0	2	2	1	1	0	6	3.2
No Response	0	0	0	0	1	1	0	2	1.1



Elementary - 3b.

A homeroom teacher is OK if he or she is a PE specialist also.

Other teachers could teach this subject (if they were qualified) - "true" specialists may not be necessary.

extremely important

Can't tell if a "specialist" is necessary but feel Phys. Ed. Is.

ITEM NUMBER: 3 (c)

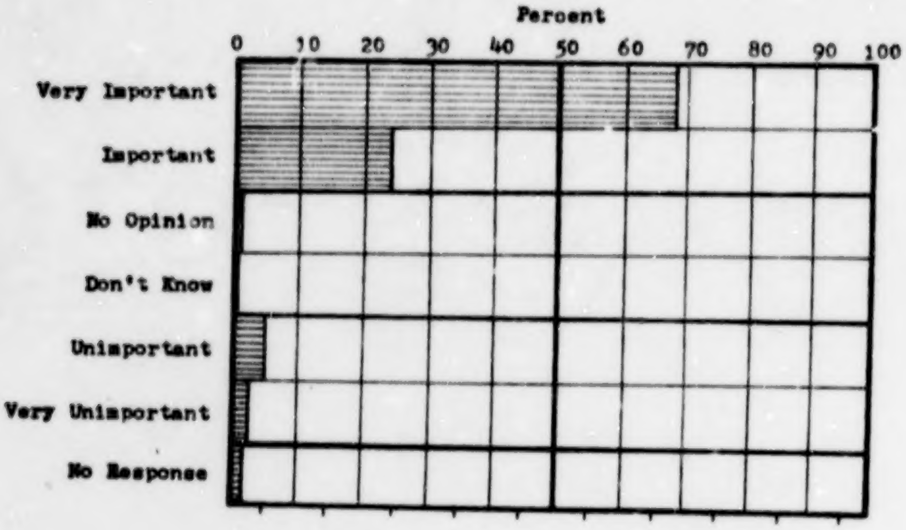
N=185

Item:

How important is it to you to have your child taught French by a specialist?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	7	22	30	21	17	16	12	125	67.6
Important	4	3	10	7	6	8	5	43	23.2
No Opinion	0	0	0	0	1	0	0	1	.5
Don't Know	0	0	0	0	0	0	0	0	0
Unimportant	1	1	1	1	2	2	1	9	4.9
Very Unimportant	1	1	1	1	0	0	0	4	2.2
No Response	0	0	1	0	1	1	0	3	1.6



Elementary - 3c.

A homeroom teacher is OK if he or she is competent in French teaching.

extremely important. I feel for the difficulty that such a teacher must discipline/teach so many children in a day.

As much support should be given this as well as French schools, etc. Therefore for teachers not capable of teaching French, specialists should be maintained.

Would like to see French instruction deoubled in elementary school, rather than send a child to French Immersion.

I think all students should have a French specialist from K to 6. Since changing schools my child has not had a French specialist and there again he has suffered deeply.

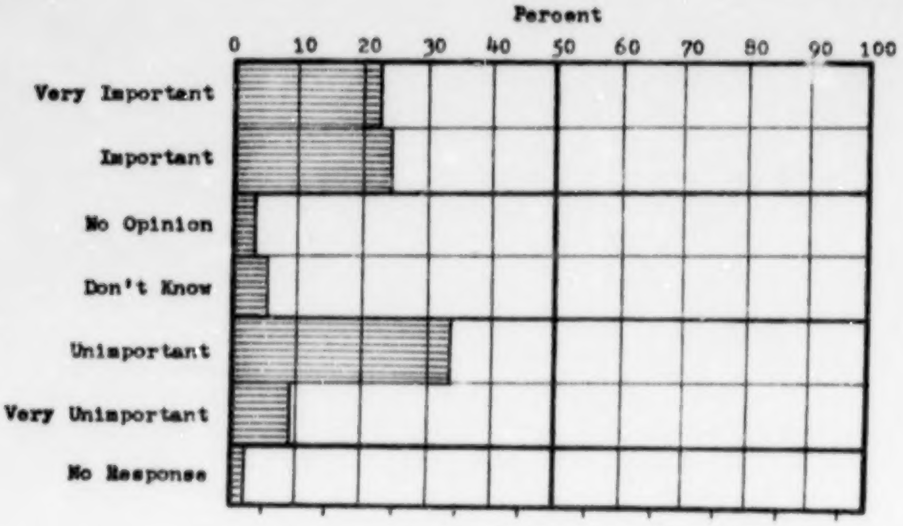
I myself feel capable to teach French as a second language and would like to continue doing so. However I feel very strongly that the LSB should offer a strong second language program which is not the case at the moment.

ITEM NUMBER: 4 N=185

Item:

How important is it to you to avoid having a "mixed grade" or "split-class" (i.e., this is when two grades are combined in the same room)?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	7	6	7	8	1	10	41	22.2
Important	7	8	9	5	5	8	3	45	24.3
No Opinion	0	0	2	2	2	1	0	7	3.8
Don't Know	0	5	1	1	2	1	0	10	5.4
Unimportant	3	3	21	11	9	10	4	61	33.0
Very Unimportant	1	4	3	4	0	4	1	17	9.2
No Response	0	0	1	0	1	2	0	4	2.2



The split level classes have proven very helpful, closer to a family grouping situation.

I feel 'split' classes should be avoided whenever possible. I see many disadvantages. (poor teaching) learning, social interaction poor ...)

Having been in classes like that myself I feel it teaches self-reliance and working on one's own.

I am unhappy with a mixed class setup - my son has been in one for 2 yrs. and feel his education has suffered.

A split-class in reference to what? It depends on what the worst of 2 evils is if the choice becomes necessary.

depend on child and as long as it isn't each year

I don't know the full implications of this as yet.

I think mixed classes can be very effective - however, many prOblems arise with evaluation and the teacher's capabilities.

The 'split class' and 'mixed grade' will depend on the levels of children in the group and the teachers ability and willingness to teach 'split' classes. They can be very successful but the public seems to be against the idea.

Not having a child in this situation? I really don't know the advantages or disadvantages in this type of class, more work for the teacher for sure.

I like mixed grades but not in the same room.

Just one child in kingergarten and new school committee member, so no knowledge of different methods of division of classes.

Unless it is an even split and where reading groups, French, etc. are not broken up.

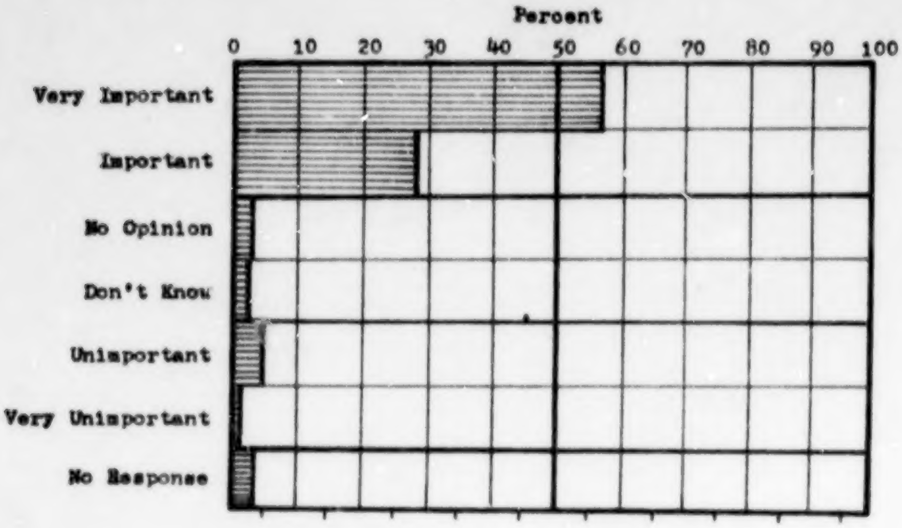
ITEM NUMBER: 5. N=185

Item:

How important is it to you to allow any student requesting education in English under the jurisdiction of the Lakeshore School Board free access (i.e., his admissibility would not be challenged) to our schools?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	9	15	23	20	10	16	13	106	57.3
Important	4	9	11	7	11	8	3	53	28.7
No Opinion	0	1	2	0	0	2	0	5	2.7
Don't Know	0	0	1	1	1	0	1	4	2.2
Unimportant	0	1	5	1	1	0	1	9	4.9
Very Unimportant	0	0	0	1	1	0	0	2	1.1
No Response	0	1	1	0	3	1	0	6	3.2



within certain constraints of budget

Don't know - money considerations and cumulative effect are negative but I would like to see these kids get an English education - I'm torn.

It is very difficult to decide on this problem. Not enough information is available? If admissibility means restruints on budgets, I would have to reconsider.

Collect tuition.

If feel that if the parents wish to send their child to a school where he will receive an English education they should be willing to pay the amount which the government would normally grant the school board if the child attended the French school.

Very important to allow Canadian English education.
Very unimportant for immigrants.

student - needs definition as to origin religion and mother to[illegible].

This would be illegal under present laws.

It is very important to follow the lead of the Catholic teachers and the PSBGM Bill 101 is a bad law and must be defied.

As an individual it is important to me that people have a freedom of choice. However, I do feel we must obey the law of the land even if we do not agree with it.

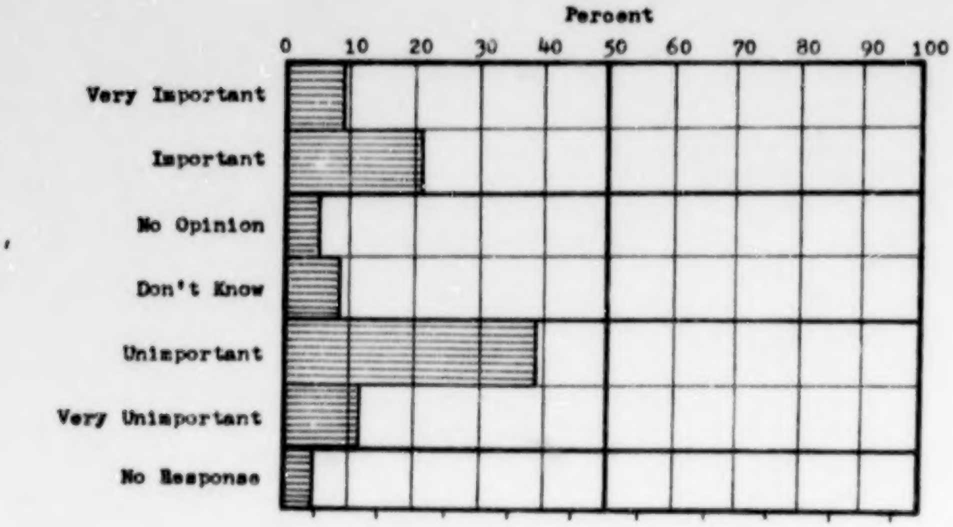
ITEM NUMBER: 6. N=185

Item:

How important is it to you to maintain present school boundaries?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	4	4	2	2	1	2	17	9.2
Important	1	6	4	5	9	6	8	39	21.1
No Opinion	1	2	2	2	3	1	0	11	6.0
Don't Know	1	1	6	4	2	0	2	16	8.7
Unimportant	6	10	20	15	6	11	3	71	38.4
Very Unimportant	2	2	6	2	2	6	2	22	11.9
No Response	0	2	1	0	3	2	1	9	4.9



Elementary - 6

Varies, especially if child is bused already, it matters less.

While possible it is important but maintaining a quality education having all available specialists - equipment. etc. would take priority. even if it would involve changing boundaries.

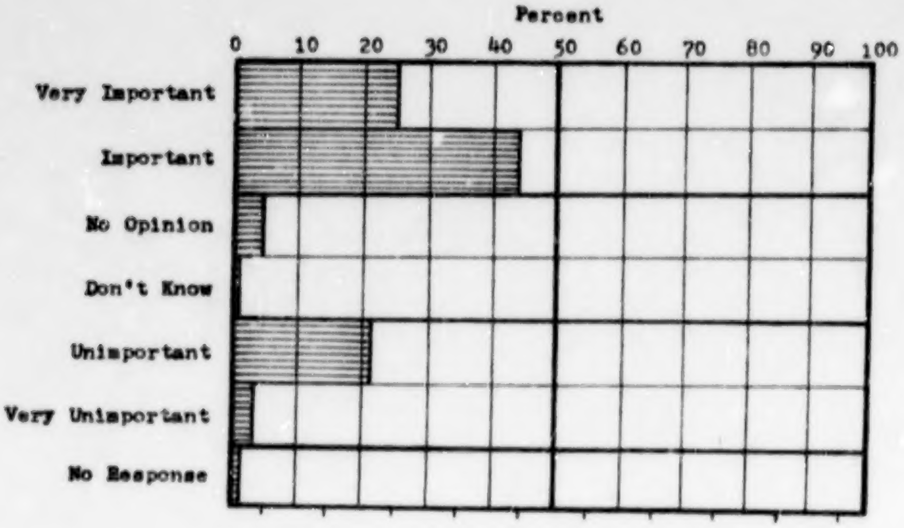
ITEM NUMBER: 7. (A)

N=185

Item:

How important is it to you to allow a student to continue in the same school throughout his elementary schooling?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	4	8	13	8	7	0	6	46	24.9
Important	5	9	17	14	14	11	11	81	43.8
No Opinion	0	2	3	1	0	2	0	8	4.4
Don't Know	0	0	1	0	0	0	0	1	0.5
Unimportant	4	6	8	6	3	12	1	40	21.7
Very Unimportant	0	2	0	1	2	1	0	6	3.2
No Response	0	0	1	0	1	1	0	3	1.6

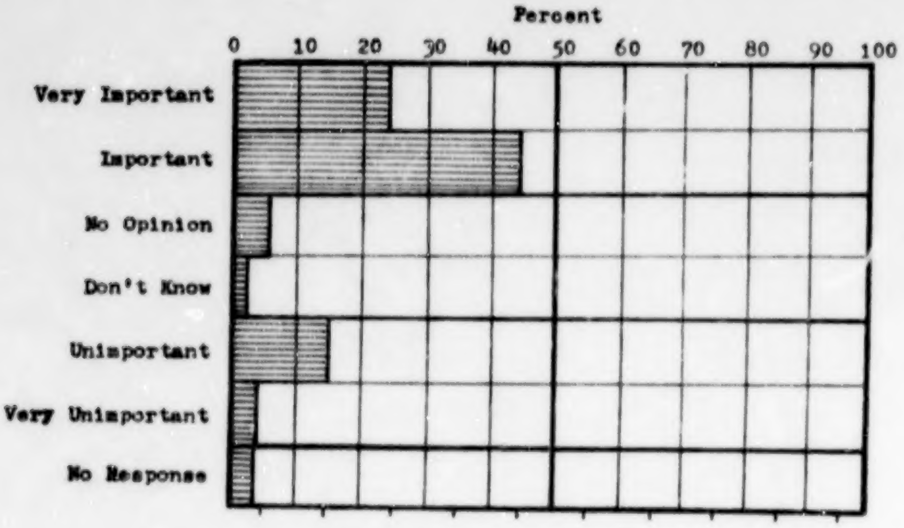


ITEM NUMBER: 7. (B) N=185

Item:

How important is it to you to allow a student to continue in the same school throughout his secondary schooling?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	7	11	7	6	7	4	44	23.8
Important	6	11	16	17	12	9	11	82	44.3
No Opinion	0	3	5	1	0	3	0	12	6.5
Don't Know	1	2	1	0	0	0	0	4	2.2
Unimportant	4	2	6	3	7	4	2	28	15.1
Very Unimportant	0	2	0	1	1	3	1	8	4.4
No Response	0	0	4	1	1	1	0	7	3.8



Elementary 7a and b.

It is preferable to stay in the same school but educational standards overirde this esp. in high school.

Important only to point that it is economically feasible.

The younger they are the easier they adjust.

Quite important but might be less so if changing entire peer group and friends.

I feel at this difficult adolescent period, continuity and identity are very important.

Consistency is important, less confusing for the child.

Continuing in the same school gives a feeling of "belonging"and continuity.

The only constraint is the individual child.

A change is not bad if programmed and set out with logic (Primary then El. school.

Elementary - very important (if not possible, then the school in the same community).

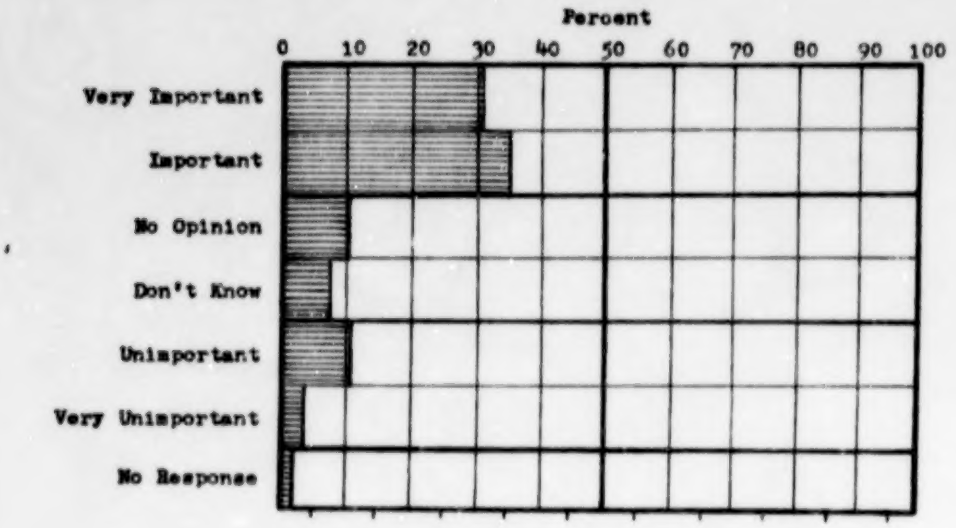
Maintaining same school is important except if the option of a school division - I.E. K-3-4-6 in two separate schools was involved where all students would be making the same shift..

ITEM NUMBER: 8. N=185

Item:

How important is it to you to have a French school as part of the Lakeshore School Board system so that students opting for Total French Immersion (TFI) can receive it in the Board?

Meetings	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	12	14	5	10	11	2	56	30.3
Important	3	7	16	16	10	9	4	65	35.1
No Opinion	2	3	5	1	2	1	5	19	10.3
Don't Know	1	1	1	1	4	5	0	13	7.0
Unimportant	3	3	5	5	0	0	5	21	11.4
Very Unimportant	1	1	1	2	0	0	2	7	3.8
No Response	1	0	1	0	1	1	1	4	2.2



Elementary 8

I am interested in a french school but do not think we can afford the variety of programmes that must be offered at the grade 7 level i.e. all English, all french, french from P.F.I. and a new P.F.I. at level 7. We don't have enough children to fill all these programmes.

Let's have a French Prot. Education for those who want it.

Unimportant to me, but from a board point of view, I think we should have one French school to offer this service to French Protestands and those non-Catholics who want their children educated in French.

Very important as long as our teachers having tenure are transferred to the French school.

Prefer partial French all levels all the time.

Provides an attraction in the Board; children don't have to seek this elsewhere (very important).

I am interested in a French school but do not think we can afford the variety of programmes that must be offered at the Gr. 7 level ie. all English, all French, French from PFI and a new PFI at level 7. We don't have enough children to fill all these programmes.

Lakeshore Board an English board and would rather more french in core program & immersion students go to Catholic board for French.

Very important as long as our teachers having tenure are transferred to the French school.

Let's keep our own pupils in our own board.

Let's have a French Protestant education for those who want it.

I think a French school is valid in the context of Quebec today but much thought must be put into it. I would ideally wish for bilingual schools.

This would enable us to keep up our numbers of students.

Many parents have indicated that they would like to have children in total immersion in a Protestant system - to maintain the philosophy of education.

I question the long term implications of establishing such schools eg. hom much if any English instruction would be given. To what extend could they replace English schools. Is this concept superior to French Immersion beginning at K or Grade 1 level?

I don't know the full implications of this as yet.

There is not sufficient information yet to decide on this.

We are an "English" Board - send child to "French" school if you wish even if dec line in population results. Must retain uor right to have our children educated in English.

Elementary 8 (Continued)

I feel very strongly that the Lakeshore School Board should offer T.F.I. program Kindergarten on up - particularily elementary - concentrating on learning basics later + options i.e. broadening intellect.

Very important if it means keeping children under same school board to maintain numbers.

French education in the English system must be improved. Catch the children at 4 and lead them into French Immersion classes

I feel this is very important only because it seems to be what many of the parents want, and we need them in our system. Personally I feel the T.F.I. is an excellent program as the children receive good grounding in both languages. I am disappointed in that the Board does not advertize this program more widely. I feel it is super.

No!No!No! Put them into the French school - what they need is to know 'them' not the language.

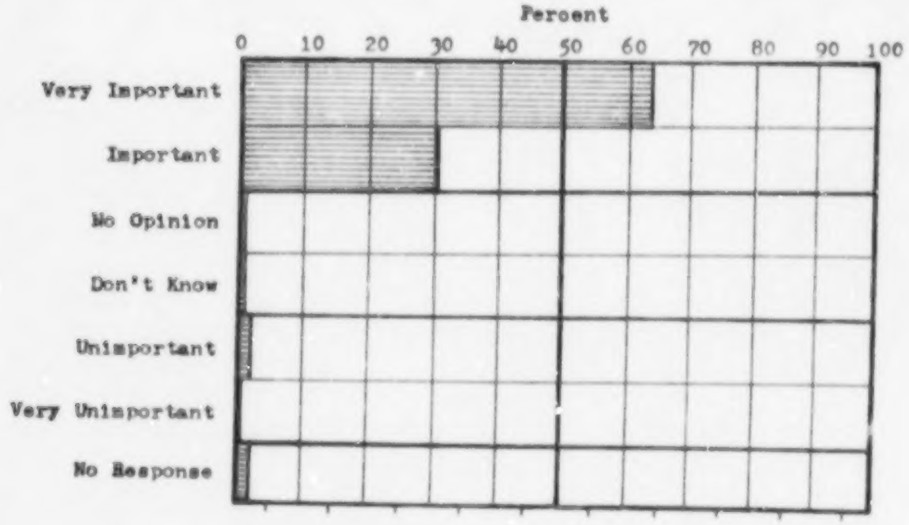
How about bilingual and how if we let parents know more about what would happen if these children pursue French always.

ITEM NUMBER: 9. N=185

Item:

How important is it to you to know that all students, regardless of where they live, can receive equal educational opportunities (i.e., such things as special services, PPI, specialists, etc.)?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	3	21	26	25	14	18	10	117	63.2
Important	10	6	15	5	10	3	7	56	30.3
No Opinion	0	0	0	0	1	0	1	2	1.1
Don't Know	0	0	0	0	1	1	0	2	1.1
Unimportant	0	0	1	0	0	3	0	4	2.2
Very Unimportant	0	0	0	0	0	0	0	0	0
No Response	0	0	1	0	1	2	0	4	2.2



Not important if BASIC education is good.

Living here in Quebec and even more broadly in Canada, makes a proficiency in French imperative. Those fortunate few who are able to take advantage of the F.F.I. program have a distinct advantage over other Canadians. They will make a contribution in later years in whatever field, whatever province they live. Please make every effort to maintain the F.F.I. program, even ideally, make it a more bilingual program in high school.

Brings up subject of large schools with facilities vs small schools with family atmosphere - depends on community.

However, the small school offers some advantages of family grouping.

What type of counselling - academic? or "guidance" or both?

Brings up subject of large schools with facilities versus small schools with family atmosphere - depends on community.

Not if a child has to be singled out and sent to another school while his friends stay at the local school.

However the small school offers some advantages of family grouping.

Absolute necessity to have specialists for Learning Disability children to prevent worse problems later.

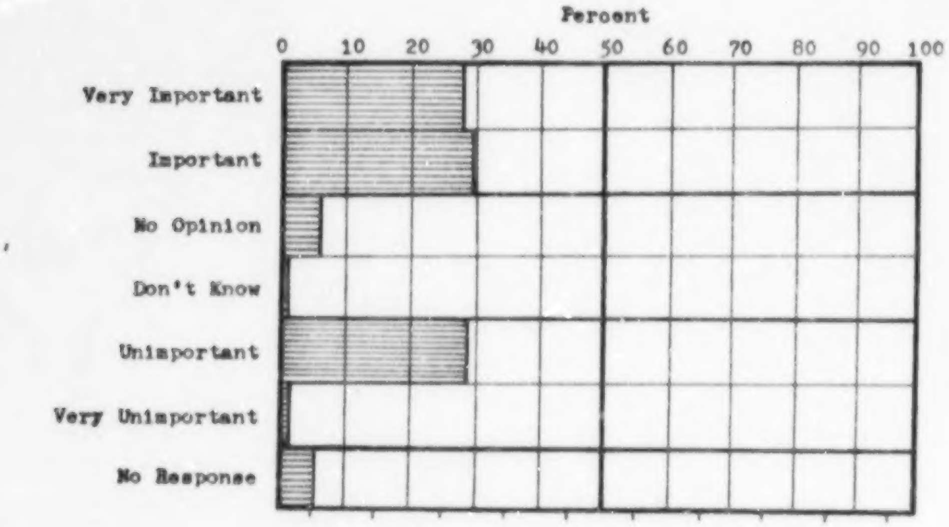
ITEM NUMBER: 10. (a) N=185

Item:

How important is it to you to have your child within walking distance of your neighbourhood school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	3	4	13	12	12	3	3	50	27.0
Important	7	9	13	8	6	6	6	55	29.8
No Opinion	0	1	3	1	0	5	2	12	6.5
Don't Know	0	0	1	1	0	0	0	2	1.1
Unimportant	2	12	11	8	7	8	4	52	28.1
Very Unimportant	0	0	0	0	1	1	1	3	1.6
No Response	1	1	2	0	1	4	1	10	5.4



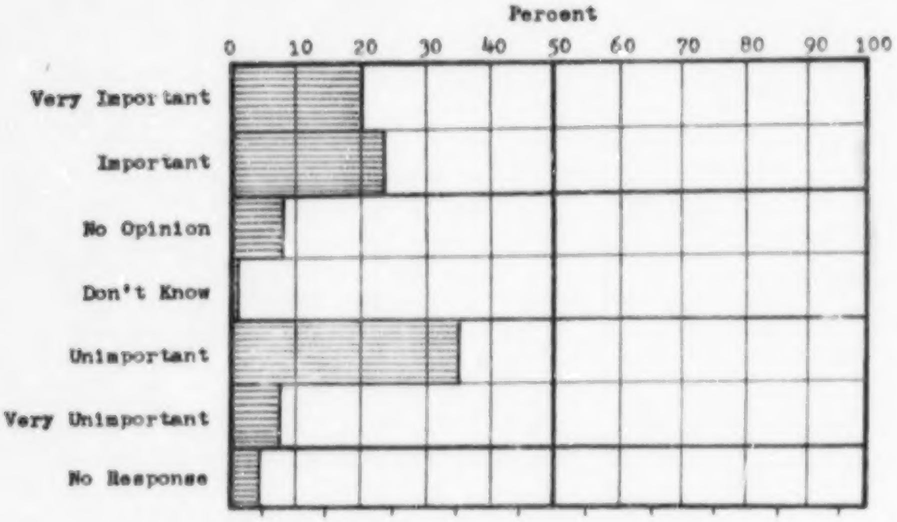
ITEM NUMBER: 10 (b)

N=185

Item:

How important is it to you to have your child avoid staying for lunch?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	3	6	15	8	2	1	37	20
Important	6	7	11	5	4	6	4	43	23.2
No Opinion	0	2	6	1	1	4	1	15	8.1
Don't Know	0	0	1	0	1	0	0	2	1.1
Unimportant	4	12	15	5	11	11	8	66	35.7
Very Unimportant	0	1	3	4	1	2	2	13	7.0
No Response	1	2	1	0	1	2	2	9	4.9

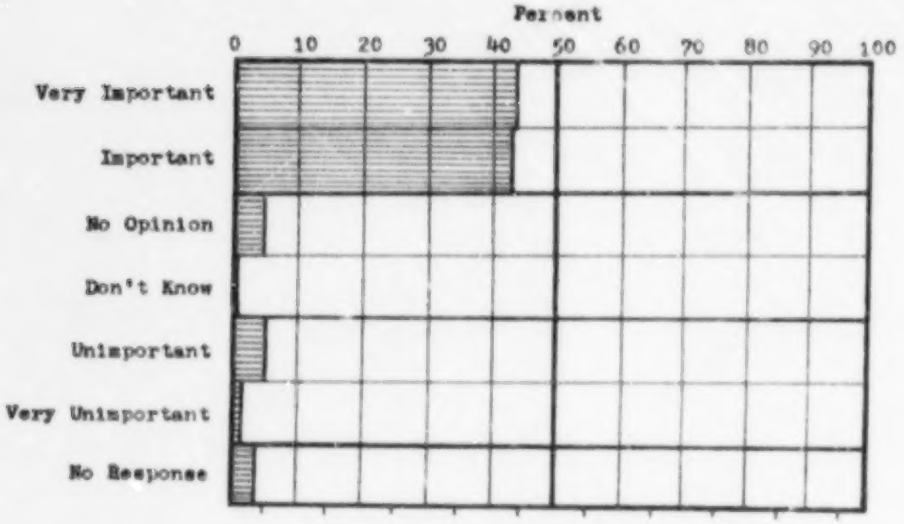


ITEM NUMBER: 10 (e) N=185

Item:

How important is it to you to have your child avoid comparatively long bus rides?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	4	14	17	16	14	7	8	80	43.2
Important	9	9	20	13	12	8	8	79	42.7
No Opinion	0	1	1	0	0	5	1	8	4.3
Don't Know	0	0	0	0	0	0	0	0	0
Unimportant	0	3	3	1	0	2	0	9	4.9
Very Unimportant	0	0	0	0	0	3	0	3	1.6
No Response	0	0	2	0	1	2	1	6	3.2



Elementary 10a, b and c.

In the primary grades I believe the child has a great need for the security of his own community - of being able to walk home from school with friends. The magnet concept only begins to make sense at the high school level when children have had an opportunity to explore several areas of interest.

I don't find it significantly related.

Very important in K - 5 inclusive.

Having a child bused from D.D.O. to Valois for P.F.I. hasn't been nearly as bad as I expected - but I wouldn't want to have him bused a great distance.

Assuming bus service is adequate.

I did not know how to answer this question because my case involves all three. We live a long distance from the school - we do not warrant a bus to service our area - and my child is in the 'lunch programme' at school and enjoys it very much.

Children need a break from school!

Possibly transferring funds of lunch bussing to finance lunch supervision at school - use bussing funds elsewhere.

I feel strongly about my child being allowed to remain in the same Elementary School.

Ideally I would prefer my children to walk to school but for the sake of better facilities I would put up with bussing.

Lunches in school should not be except after 4th grade.

In these days of energy crisis there should be less bussing. My children are within walking distance of two schools and must be bussed to a third one because of school board boundaries and religious prejudices.

Depends what comparitive means.

In elementary school this is a must.

Would depend on level of education available - if better through bussing then agree with bussing.

Very important in K - 3 inclusive.

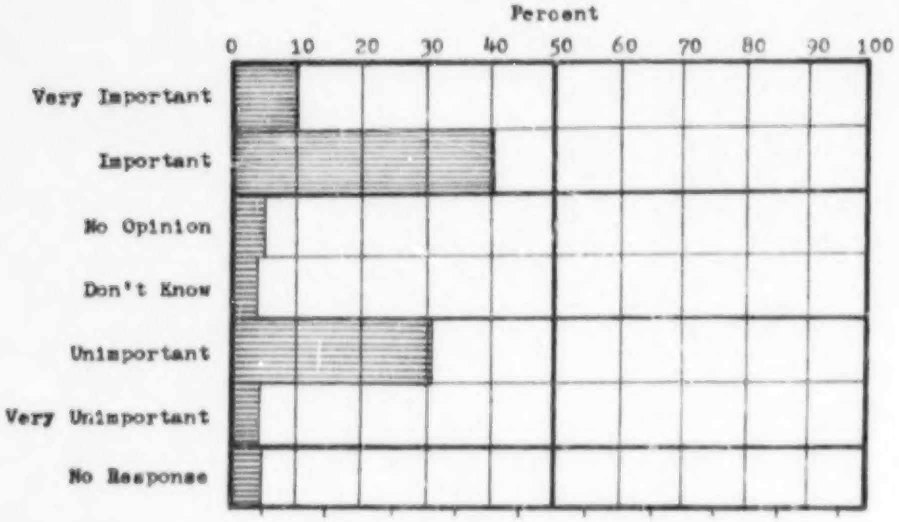
ITEM NUMBER: 11 (a)

N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on art in elementary school?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	1	5	4	2	3	3	1	19	10.2
Important	3	14	20	12	13	3	10	73	40.5
No Opinion	1	2	4	0	3	0	0	10	5.4
Don't Know	0	0	0	2	1	4	0	7	3.8
Unimportant	3	4	13	13	6	12	6	57	30.8
Very Unimportant	2	1	1	1	0	2	1	8	4.3
No Response	3	1	1	0	1	3	0	9	4.9



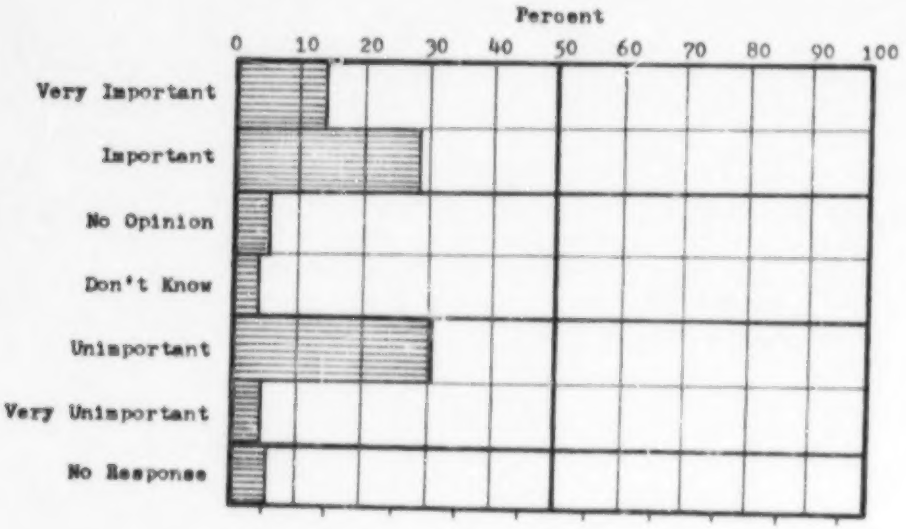
ITEM NUMBER: 11(b) N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on music in elementary school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	1	6	6	5	4	1	1	24	13.0
Important	3	14	22	10	9	4	9	71	38.4
No Opinion	1	2	1	4	1	0	1	10	5.4
Don't Know	0	0	0	1	1	4	0	6	3.2
Unimportant	3	3	12	11	8	13	6	56	30.2
Very Unimportant	2	1	0	2	0	2	1	8	4.3
No Response	3	1	2	0	1	3	0	10	5.4



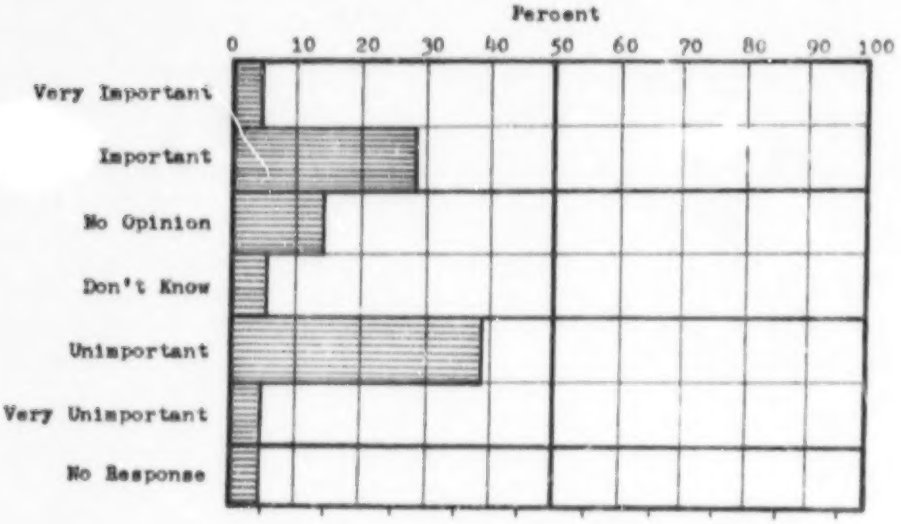
ITEM NUMBER: 11(c) N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on drama in elementary school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	0	2	2	2	2	0	1	9	4.9
Important	2	10	13	8	10	4	5	52	28.1
No Opinion	3	5	5	3	5	1	2	24	13.0
Don't Know	0	2	1	2	1	5	0	11	5.9
Unimportant	3	7	21	11	8	12	9	71	38.4
Very Unimportant	2	0	0	4	0	2	1	9	4.9
No Response	3	1	1	0	1	3	0	9	4.9



ITEM NUMBER: 11(d)

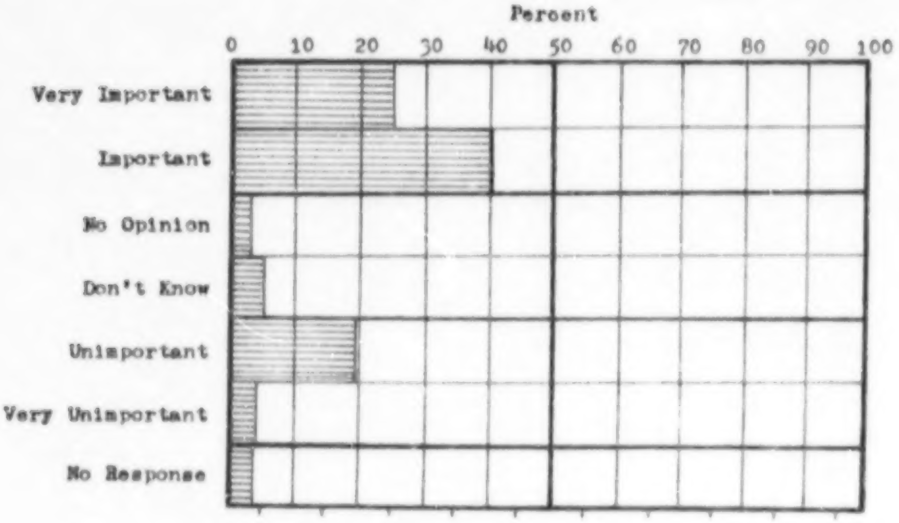
N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on science in elementary school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	9	12	9	8	3	5	48	25.9
Important	6	13	17	14	12	7	5	74	40.0
No Opinion	0	1	2	1	1	0	0	5	2.7
Don't Know	0	1	0	3	1	5	0	10	5.4
Unimportant	2	2	11	3	4	7	7	36	19.5
Very Unimportant	2	0	0	0	0	2	1	5	4.3
No Response	1	1	1	0	1	3	0	7	3.8

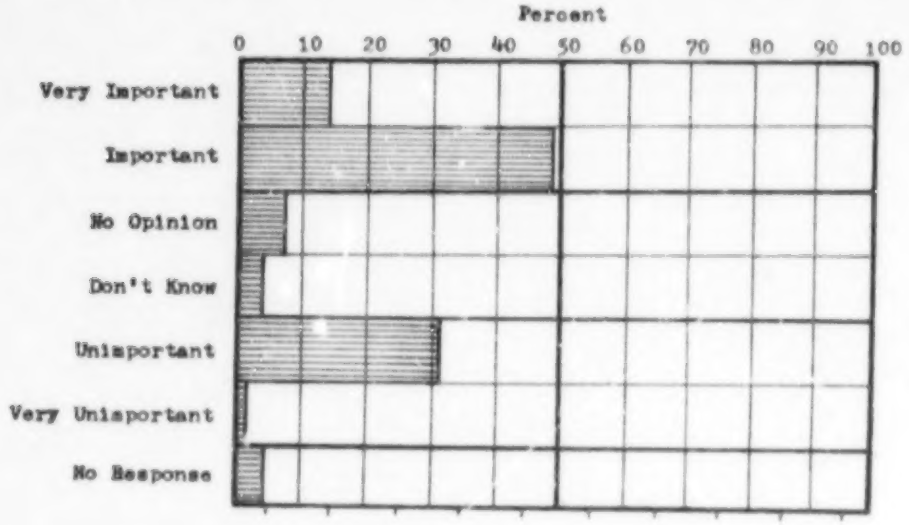


ITEM NUMBER: 11(e) N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on art in secondary school?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	0	5	6	3	5	4	1	24	13.0
Important	6	15	26	16	11	8	8	90	48.6
No Opinion	2	4	0	0	4	1	3	14	7.6
Don't Know	0	0	0	3	0	4	0	7	3.8
Unimportant	2	3	8	7	6	6	6	38	31.2
Very Unimportant	2	0	0	1	0	0	0	3	1.6
No Response	1	0	3	0	1	3	0	8	4.3

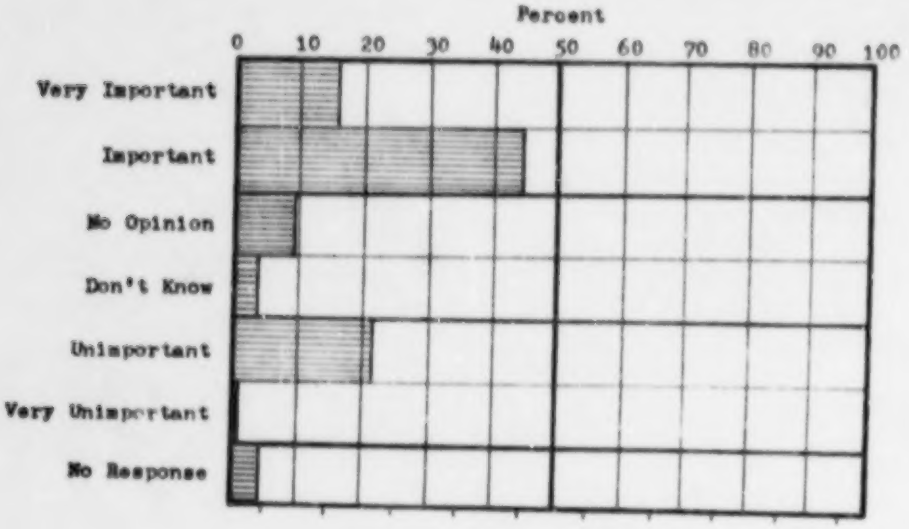


ITEM NUMBER: 11(f) N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on music in secondary school?

Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	0	9	7	6	5	2	2	31	16.8
Important	6	11	25	14	10	8	7	81	43.8
No Opinion	2	5	2	0	4	2	3	18	9.7
Don't Know	0	0	0	2	0	6	0	6	3.2
Unimportant	2	2	7	8	7	8	6	40	21.6
Very Unimportant	2	0	0	0	0	0	0	2	1.1
No Response	1	0	2	0	1	3	0	7	3.8



ITEM NUMBER: 11(g)

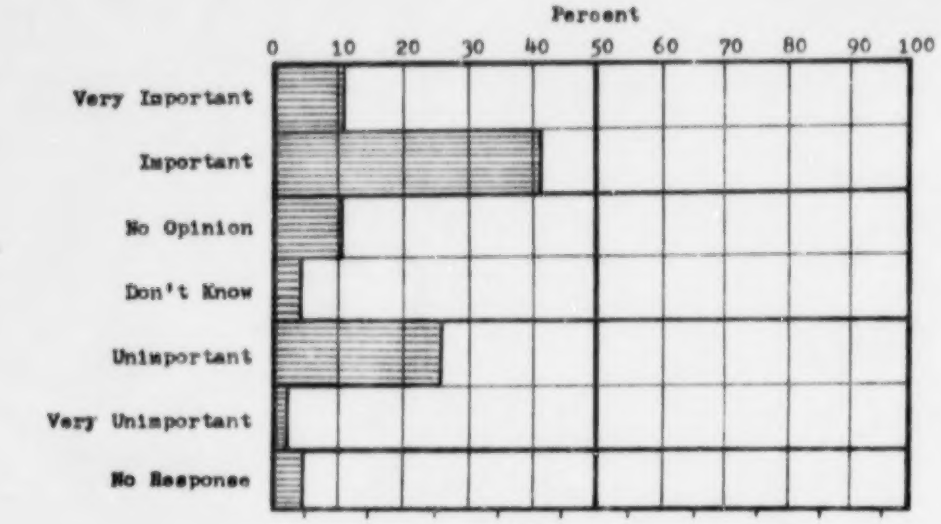
N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on drama in secondary school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	0	5	3	4	5	2	1	20	10.8
Important	5	11	21	15	11	7	7	77	41.6
No Opinion	2	6	4	0	4	1	2	19	10.3
Don't Know	0	1	0	2	0	4	0	7	3.8
Unimportant	3	4	12	7	6	10	7	49	26.5
Very Unimportant	2	0	0	2	0	0	0	4	2.2
No Response	1	0	3	0	1	3	1	9	4.7



ITEM NUMBER: 11(h)

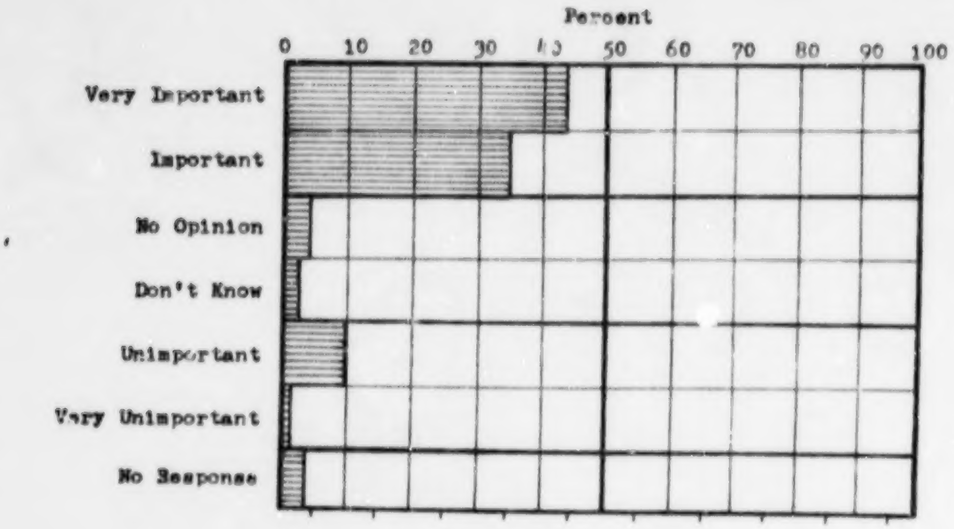
N=185

Item:

How important is it to you to allow students to be able to attend a school which offers an emphasis on science in secondary school?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	3	15	19	13	13	7	8	78	42.7
Important	6	10	19	12	9	6	4	66	35.7
No Opinion	0	2	1	1	1	[illegible]	2	8	4.3
Don't Know	0	0	0	1	0	4	0	5	2.7
Unimportant	1	0	2	2	3	6	4	18	9.7
Very Unimportant	2	0	0	1	0	0	0	3	1.6
No Response	1	0	2	0	1	3	0	7	3.8



Elementary - 11a to h, inclusive.

Interesting possibilities - as a teacher I would enjoy being involved in this approach to education.

Do we really need specialization at this early age: allow exploration.

I think these items should be offered at all schools, either by specialists or non-specialists but there should be no particular emphasis on them. At Secondary School stage I think they should be taught by a specialist.

M&R: values orientated concept or philosophy for a school with Protestant flying nuns. (Seriously: the primary goal is affective growth. Secondary goal: academic, emotional, social. For further info. phone GOD on hot line. Check with MCM at Sunnydale.

I still feel a basic development makes a broader mind.

The arts and sciences(particularily arts) can be very important as a means of self-expression.

Its still too early to have children make decisions for their future. Give them time to explore all areas. University level is plenty early enough.

More information would be needed - It might be a way to expand the school population.

The arts & Sciences (particularly arts) can be very important as a means of self expression.

I am not opposed to the ideas suggested in section 11 but I doubt that they would ease to any appreciable extent the problems caused by declining pupil populations.

Art, Music and Drama are not unimportant but are not nearly as important as Lang. Arts, French, Math, etc.

general education preferred at elementary although specialised education is advantageous at secondary level.

I went to a school where academic and sports balance each other out with a music spec., phys. ed. spec., and French spec., and included as well was outdoor education, survival education and environmental education.

All would be wonderful to have if ...

Don't agree with basic concept here; think general education, rather than specialized education, is more important. (at secondary, this concept may be more valid)

Concept new to me. Require more information.

I would not like to see any particular emphasis in elementary school. Children should be receiving a broad education at this level.

ITEM NUMBER: 12(a)

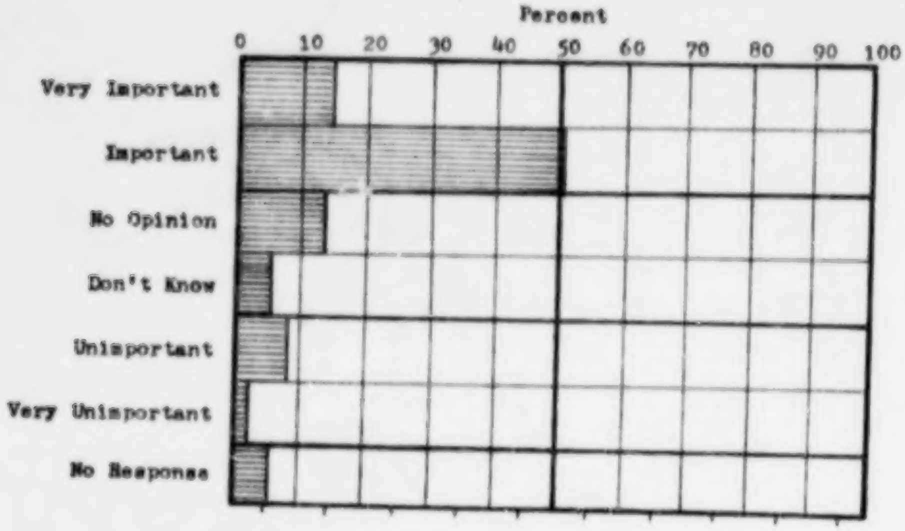
N=185

Item:

How important is it to you to see a reorganization of Lakeshore School Board resources in order to add new dimensions to our school programmes through science centres?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	2	2	5	3	7	7	0	26	14.1
Important	6	15	23	15	10	10	14	93	50.3
No Opinion	2	3	9	5	2	2	1	24	13.0
Don't Know	0	4	0	3	1	3	0	11	5.9
Unimportant	1	2	3	1	4	4	1	16	8.6
Very Unimportant	1	0	0	1	1	0	1	4	2.2
No Response	1	1	3	2	2	1	1	11	5.9



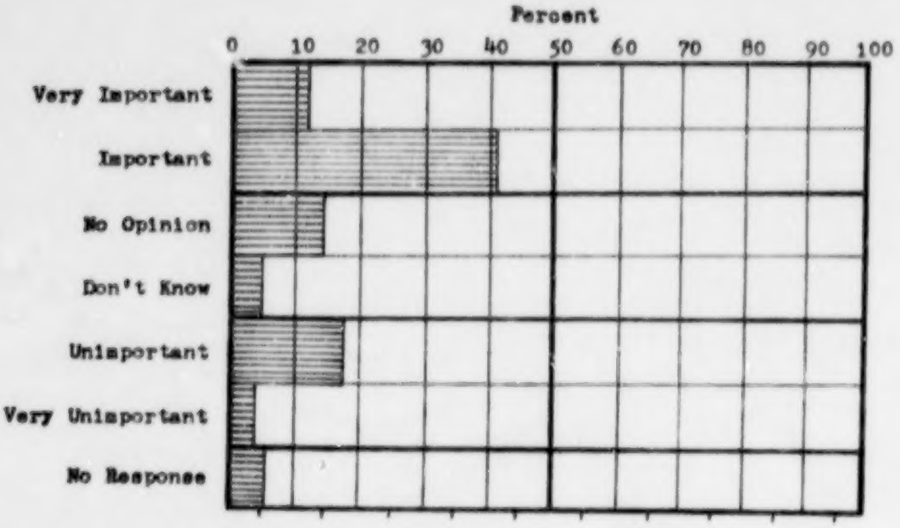
ITEM NUMBER: 12(b) N=185

Item:

How important is it to you to see a reorganization of Lakeshore School Board resources in order to add new dimensions to our school programmes through outdoor and survival education?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	0	3	5	5	4	5	1	23	12.4
Important	4	13	17	10	9	12	11	76	41.1
No Opinion	3	3	9	4	5	1	1	26	14.1
Don't Know	0	3	2	2	1	2	0	10	5.4
Unimportant	3	3	7	5	6	5	3	32	17.3
Very Unimportant	2	1	0	2	0	1	1	7	3.8
No Response	1	1	3	2	2	1	1	11	5.9



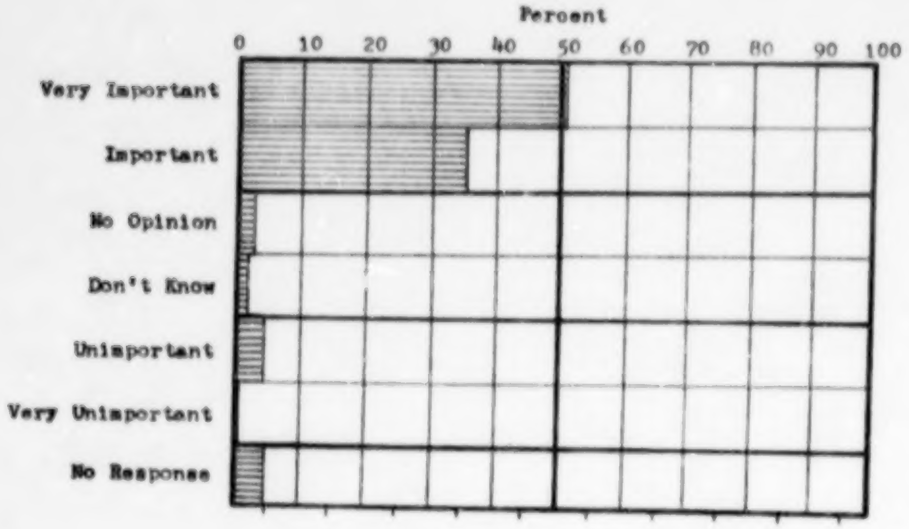
ITEM NUMBER: 12(C) N=185

Item:

How important is it to you to see a reorganization of Lakeshore School Board resources in order to add new dimensions to our school programmes through bilingual education?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	5	19	23	16	11	12	8	94	50.8
Important	6	6	18	9	13	9	6	67	36.2
No Opinion	1	0	0	2	0	1	1	5	2.7
Don't Know	0	1	1	0	0	1	0	3	1.6
Unimportant	0	0	0	1	1	3	2	7	3.8
Very Unimportant	0	0	0	0	0	0	0	0	0
No Response	1	1	1	2	2	1	1	9	4.9



I don't really understand this question and what changes it implies.

Would like to see all those things made available to the degree possible without sacrifice to general education.

Concept new to me. Require more information.

No money for science centres, pre-kindergarten, & outdoor ed.

The school board has to be reorganized, less children means a lower budget, cut down our administrative staff, put teachers (married ones) or part time in a greater number.

Trying to get and gather more info on what is available right now, so at this point in time not able to rate in importance.

(a) and (b) could be one.

P.S... has not even heard of it. How are you going to manage to offer it to students as an option? Will it be a "burden" to those that elect it or will provision be made in the curriculum offerings so that it is both a challenge and an important aspect of a well-rounded education.

I don't believe this!! Have you ever heard of Scouts and Guides.

Are you all so stuck in your ruts that you can't adjust. No science centre-I can't afford it.

bilingual for those who wish it.

Bilingualism is very important in our society and we must provide facilities to enable us to educate our children to exist in a bilingual society without losing our protestant identity.

Bilingual school Kg 50% French. Gr. 1 25% increasing to 50% at Gr 4 level, remains same thereafter.

Bilingual may be un realistic in order to maintain our culture - however 2nd language very important.

Everybody can benefit from a second language education without having to feel they are pushed into it by any political way.

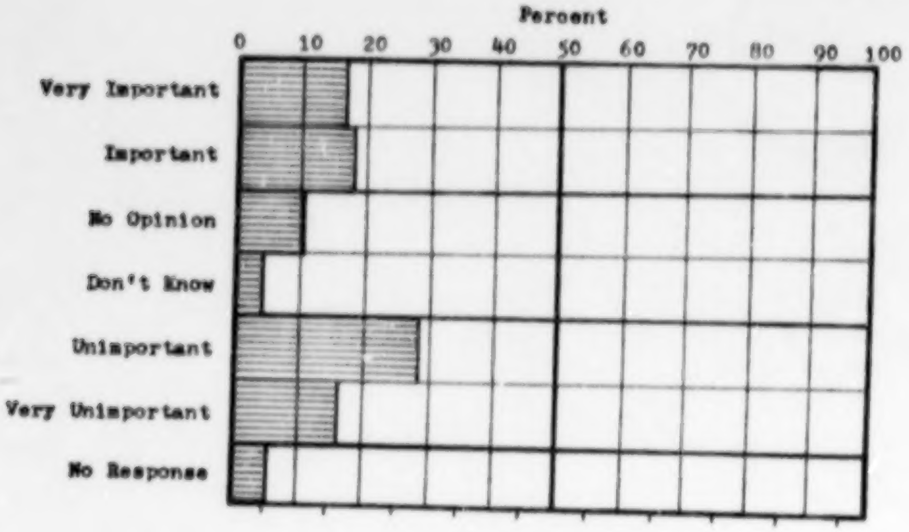
ITEM NUMBER: 12(d) N=185

Item:

How important is it to you to see a reorganization of Lakeshore School Board resources in order to add new dimensions to our school programmes through pre-Kindergarten (i.e., four year olds) classes?

Meetings →

	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
Very Important	9	9	8	2	6	5	1	32	17.3
Important	2	4	11	1	5	7	4	34	18.4
No Opinion	2	3	7	0	3	2	2	19	10.3
Don't Know	1	0	3	2	0	1	0	7	3.8
Unimportant	3	6	11	10	7	10	5	52	28.1
Very Unimportant	3	4	2	13	3	1	5	31	16.8
No Response	1	1	1	2	3	1	1	10	5.4



Elementary - 12a to d, inclusive.

If this question refers to English language classes I feel the community is already well served, but if it refers to French language classes I would feel there is a definite need for some provision for Protestant families not otherwise eligible to sent their children to our schools.

I think it is a political ploy which disagree with. For other reasons a half day 4 year old program would interest me.

Must improve 2nd lang. ed. in our board - fast!!!!

I think it is very important that a child start school early. In this day and age our children are more developed and need to learn, therefore need school and tl learn. Very behind in the starting age, here in Quebec.

Optional kindergarten for 4 year olds who are ready - Important!!

I would like to see all schools in Quebec, regardless of religion or language, under one school board offer a completely bilingual education, from nursery school on up through elementary, T.F.I., P.F.I. as such.

I think this is very wrong for the children - they are being sacrificed to provide jobs for our teachers and to keep enrolment up. I believe other alternatives should come first. The parents should be duly consulted and listened to before the Board adopts this program.

If this program were instituted I feel strongly that it was not longer than 2 hours per day and that people with early childhood education be employed.

Classe d'acceuil are needed for people moving in.

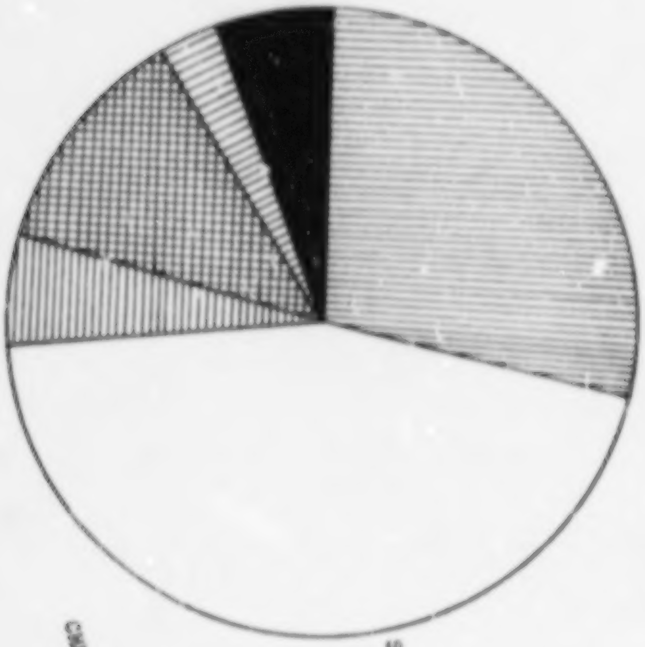
Nursery schools are operating successfully presently and I would rather see grade seven classes occupying the elementary schools than reorganizing the schools to accommodate nursery schools.

pre-kindergarten should be included with special norms geared to 4 yr. old child - not current Dept. of Ed. norms.

ITEM NUMBER: 33

N=185

Item: How would you rate this session on the problem of declining school populations?



Meetings →	CHRISTMAS PARK	EDGEWATER	ALLANCROFT	SEIGNIORY	GREENDALE	SPRING GARDEN	HUDSON	TOTAL	PERCENT
▤ Very Good	0	4	14	13	8	10	4	53	28.6%
☐ Good	4	11	24	10	11	13	11	84	45.4%
▥ No Opinion	1	3	1	1	2	0	2	10	5.4%
▥ Fair	5	4	3	3	3	3	1	22	11.9%
▨ Very Poor	1	3	0	0	1	0	0	5	2.7%
■ No Response	2	2	1	3	2	1	0	11	5.9%

Elementary - General Comments

If no regard is paid to the input then tonight is a total waste.

I think most people understood the problem and can't do much about it. Do the best for the largest group, don't specialize at the expense of others.

I enjoyed the session. Unfortunately I can't offer any suggestions on how to deal with those who would like to cover every other pet problem subject and thus lengthened unnecessarily the discussion. It ended a bit late.

Good meeting. I feel especially for those who stayed to discuss the general meeting.

I feel there are a lot of things that make it very difficult for some parents to look objectively at the problems. Evening meetings allow for less discussion time than is necessary. However, discussion in one's own school area makes for narrow-mindedness. Some people should be shown pros and cons list of many results of "what would happen if" as possible helps to better decide. Also how are financial monies (taxes) allotted.

This can only be rated highly if it is a 2 way street - I would feel very strongly that my time was wasted (and my time I consider valuable) if I did not hear some results.

Excellent except some people can't do things open-mindedly and just give information but always seem to be looking for loop-holes. I only wish I could help in the change.

I did not feel sufficiently prepared to fill out these forms adequately. Too many statistics.

Information sparse in actual data.

Informative, very good, but questions are so loaded, in some cases, that it's hard to assess the implications in such a short time and give well-thought-out answers. I'm glad to have had the opportunity to come and pleased to see the effort being made by the Board to consult the community. Well done!

It is disappointing that so few parents attended, and yet so many teachers did. Parents say that they want to be consulted but only provided they don't have to attend meetings to be consulted.

Too much time was wasted on labouring the point that the birth rate is declining in N. America. We are all aware of this.

The group discussions were most interesting but many people had to leave to get home to baby sitters and missed this section of the meeting.

How feasible is this exercise? How many schools within L.S.B. are in real "danger"? Facts such as above could help one form realistic expectations and propositions.

The administration of the schools, i.e. teachers, courses (defined), discipline and general decorum need to be much improved in the

In view of the fact that changes will have to be made, some of the questions would change from important to very important or unimportant - the questionnaire becomes difficult to answer because what is desirable and what is possible.

Should have longer time to consider before filling in these forms.

Need to think more -- I'll say things as I learn more!

Most informative and interesting.

I find these type of questionnaires very difficult to answer as a straight answer ie. important, don't know etc does not always entirely cover your opinion.

I feel special education and guidance counsellors are increasingly important and should have been mentioned.

As a lay person, I need more information before I could objectively judge; so bear at forebearance. I find this meeting illuminating and hope to continue to participate.

Good group discussion!

Would like to see Junior high schools or middle schools including grades 7 and 8.

Questioning very difficult to answer. Too many ifs, ands, and buts to the ideas and proposals.

All the items are of importance. It is impossible to list items as " Unimportant" as they are dependent upon individual student's needs.

I believe there must be some reduction in the number of elementary schools in L.S.B. and the opening of one or more totally french schools.

I feel most of the questions in this questionnaire have many pros and cons and I would have preferred more time to think out my responses.

I would like to have discussed the possibility of having nursery school situated in the elementary school - thus boosting numbers and eliminating the possibility of Nursery school and Kindergarten overlapping.

Parents obviously were unprepared for the various questions - too general in description - needed more time to evaluate replies. Despite pressure to fill out forms at school, most took these home. Speakers should have foreseen the above and been more understanding. Really, more information was required before presentation.

I do appreciate the Board asking for our opinions.

I do feel the Board is losing many of its students to the French schools because of lack of advertising of the excellent P.F.I. courses offered by the Board.

Also, I feel a letter written to all parents who do belong to our school board, but are attending French schools, explaing the present situation in the English schools and the French offered in our schools, would be very informative to these parents and possibly encourage some of them to return to L.S.B.

Is this not a time that we could begin working towards unified boards? Any parent you speak to agrees that it is ridiculous to have this division by religion. Possibly now is the time to start working towards a unified system.

Thank you for the opportunity to comment.

The first question, house buyers ask is: if I buy this house in this area, where will my children go to school around here and what kind of schools do you have around here? If answers are positive, people buy homes in the neighborhood, otherwise they say good-bye or find one somewhere else in a better area where there are the best schools.

If indeed school population is decreasing why is teacher staff increasing - get better qualifications and increase quality - also decrease administration staff - especially the deadwood!!

I see lack of mention of free flow, special ed and guidance counsellors in the specialists. I would prioritise thes above music, art, and phys ed. specialists.

Important to institute either a direct or indirect evaluation of teaching staff and teaching programs by both parents and students.

From the questionnaire is missing the "student" which the school is supposed to serve.

High School

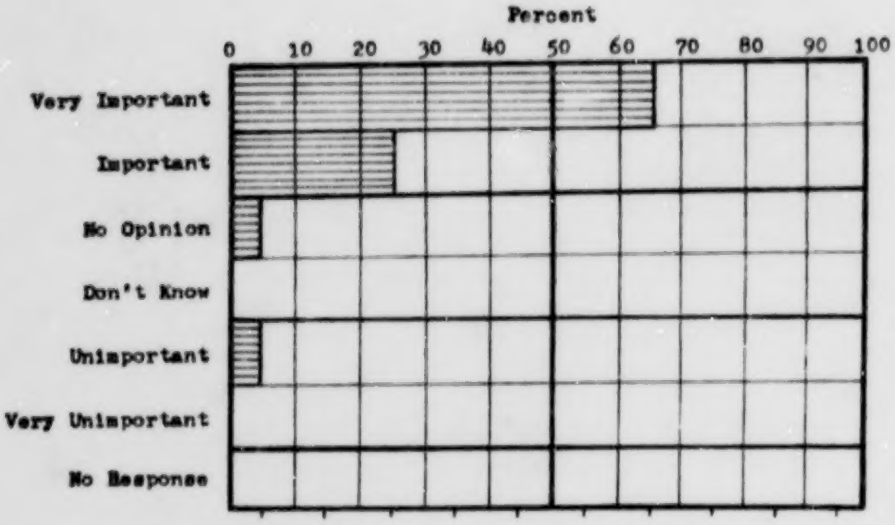
ITEM NUMBER: 1

N=67

Item: How important is it to you to allow any student requesting education in English under the jurisdiction of the Lakeshore School Board free access (i.e., his admissibility would not be challenged) to our schools?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	16	8	20	44	65.7
Important	7	7	3	17	25.4
No Opinion	1	1	1	3	4.5
Don't Know	0	0	0	0	0.0
Unimportant	0	0	3	3	4.5
Very Unimportant	0	0	0	0	0.0
No Response	0	0	0	0	0.0



High School - 1

Immigrants speaking languages other than English should be encouraged toward French.

Canada is a bilingual country therefore everyone should have the freedom of choice in the language as long as that language is one of the two official languages.

Those who wish to have French or English should have the option open. A choice of language would attract students.

"English" school should be ½ "French".

I feel it absolutely essential to offer a choice, I would rather see ev ery course suffer rather than have one child denied access.

High School

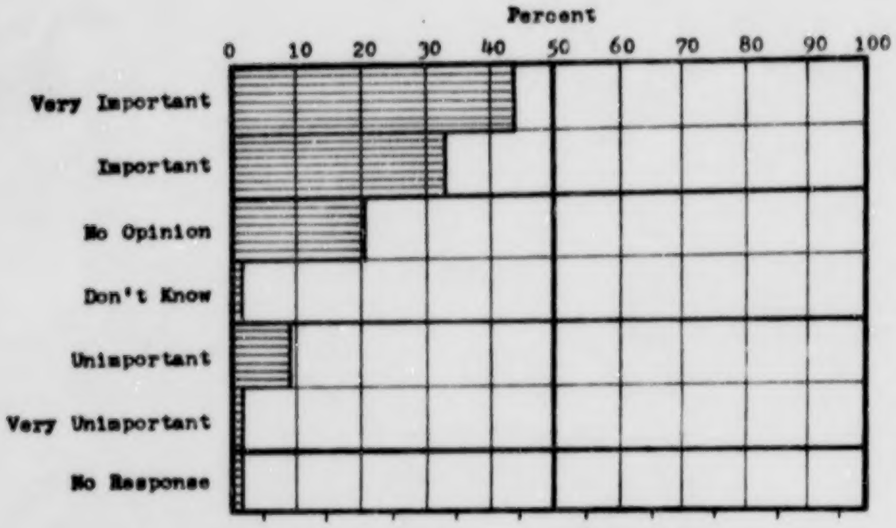
ITEM NUMBER: 2

N=67

Item: How important is it to you to have a French school as part of the Lakeshore School Board system so that students opting for Total French Immersion (TFI) can receive it in the Board?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	10	2	17	29	43.3
Important	6	7	9	22	32.8
No Opinion	4	3	0	7	10.4
Don't Know	1	0	0	1	1.5
Unimportant	2	3	1	6	9.0
Very Unimportant	0	1	0	1	1.5
No Response	1	0	0	1	1.5



I feel that a total French Immersion makes you lose your English. It can be accomplished in present schools.

I feel this should be handled mainly by other boards.

There must be an improvement on the present class system of teaching French.

Not necessarily a separate school but French must be offered at a higher level than at present.

We are an English Board and although things are changing I feel we should remain English.

I would hope the option to send children to Baldwin Cartier schools would remain open as some parents like their children to be brought up with the French Canadian children.

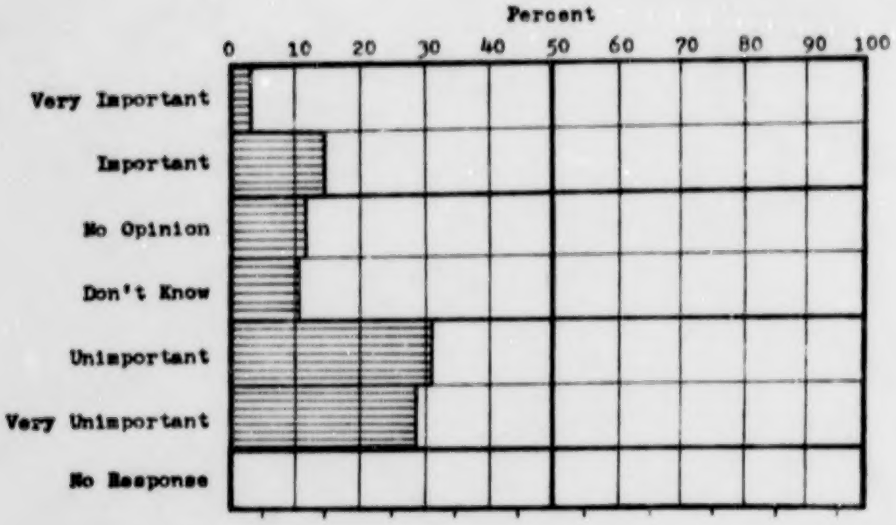
I would prefer to see integrated French immersion within schools rather than single French School - ie. to create school community which can function comfortably in both or either French or English.

High School

ITEM NUMBER: 3 N=67

Item: How important is it to you to maintain present school boundaries?

Meetings →	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	1	1	0	2	3.0
Important	1	6	3	10	14.9
No Opinion	5	0	3	8	11.9
Don't Know	3	1	3	7	10.4
Unimportant	7	6	8	21	31.3
Very Unimportant	7	2	10	19	28.4
No Response	0	0	0	0	0.0



The boundaries on the Lakeshore Board range from Rigaud, or beyond, to Dollard des Ormeaux. The difference in the lifestyles is phenomenal. Therefore someone from Hudson would feel strange so close to the city and vice versa.

This depends on the person.

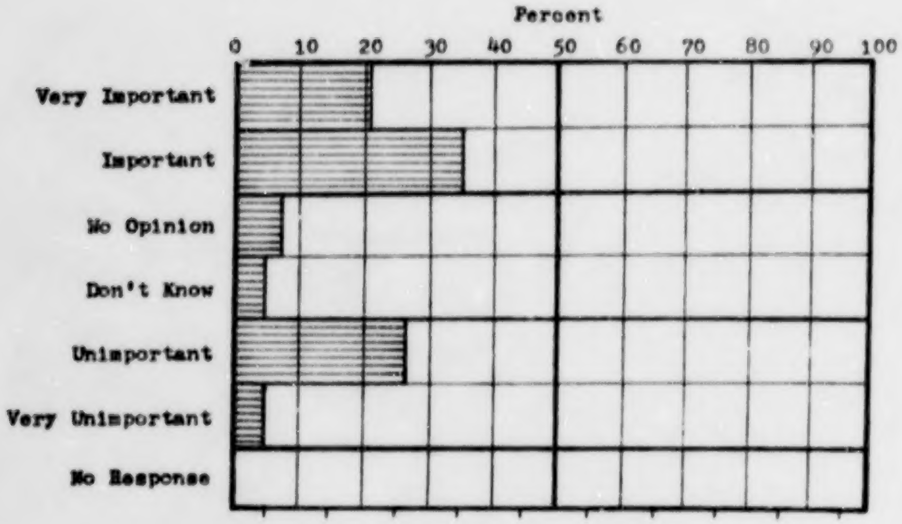
High School

ITEM NUMBER: 4 N=67.

Item: How important is it to you to allow a student to continue in the same school throughout his secondary schooling?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	8	2	4	14	20.9
Important	6	10	8	24	35.8
No Opinion	1	1	3	5	7.5
Don't Know	2	0	1	3	4.5
Unimportant	6	2	10	18	26.9
Very Unimportant	1	1	1	3	4.5
No Response	0	0	0	0	0.0



Continuity allows the child to develop to the fulleast.

Only fairly important.

I think it is important for the student to continue his Cycle I in one school and Cycle II in one school - this is if the schools were divided on a Junior-Senior concept.

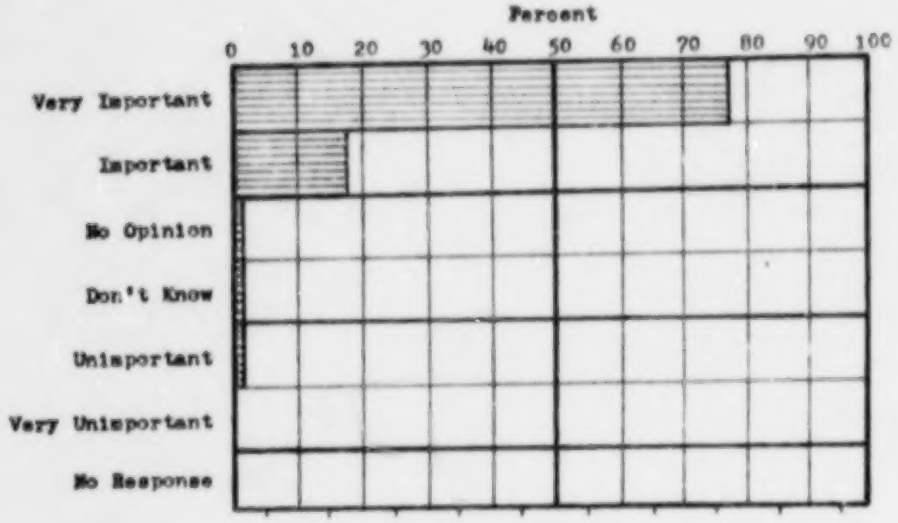
High School

ITEM NUMBER: 5 N=67

Item: How important is it to you that library service be available to students?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	19	12	21	52	77.6
Important	4	3	5	12	17.9
No Opinion	0	0	1	1	1.5
Don't Know	1	0	0	1	1.5
Unimportant	0	1	0	1	1.5
Very Unimportant	0	0	0	0	0.0
No Response	0	0	0	0	0.0



Libraries are indispensible!

Reading is the most important thing someone can do to gather knowledge.

Of course!

Library should be available to community including school.

High School

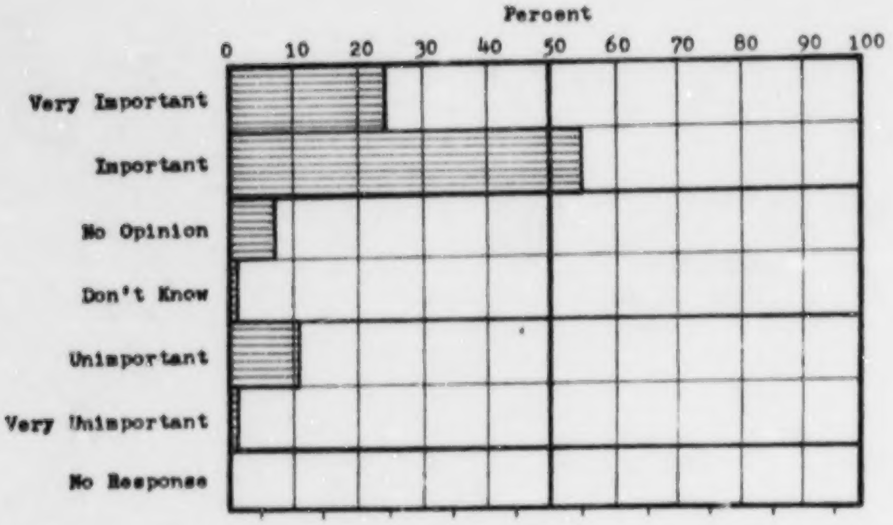
ITEM NUMBER: 6a

N=67

Item: How important is to you that there be a school which offers emphasis on extra-curricular sports?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	8	6	2	16	23.9
Important	9	10	18	37	55.2
No Opinion	2	0	3	5	7.5
Don't Know	1	0	0	1	1.5
Unimportant	4	0	3	7	10.4
Very Unimportant	0	0	1	1	1.5
No Response	0	0	0	0	0.0



High School

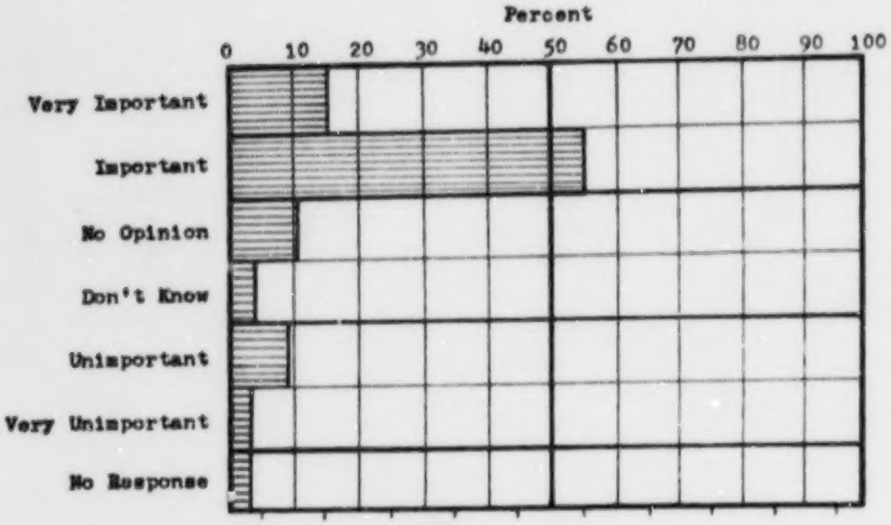
ITEM NUMBER: 6b

N=67

Item: How important is to you that there be a school which offers emphasis on specialized physical education - gymnastics, etc.?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	8	2	1	11	16.4
Important	10	12	19	41	61.2
No Opinion	2	0	4	6	9.0
Don't Know	1	0	0	1	1.5
Unimportant	3	1	2	6	9.0
Very Unimportant	0	1	1	2	3.0
No Response	0	0	0	0	0.0



High School

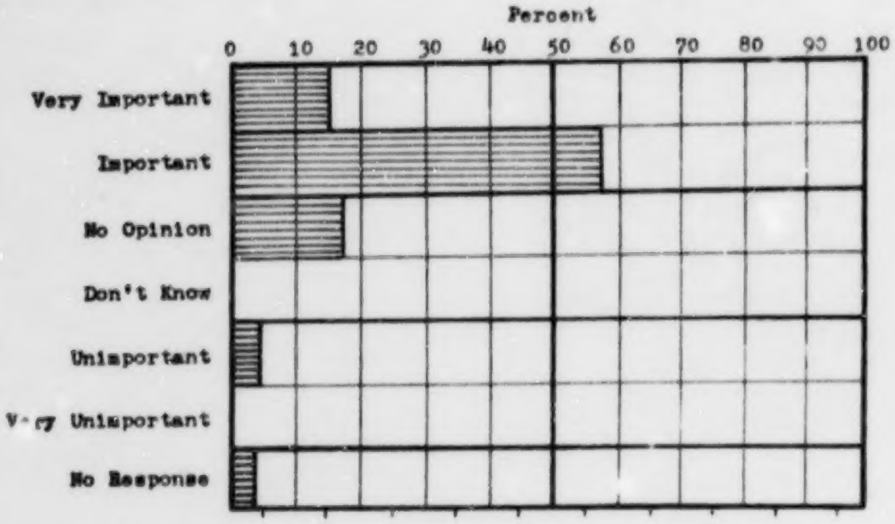
ITEM NUMBER: 6e

N=67

Item: How important is to you that there be a school which offers emphasis on community service involvement by students?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	7	2	2	11	16.4
Important	14	10	15	39	58.2
No Opinion	2	3	7	12	17.9
Don't Know	0	0	0	0	0.0
Unimportant	0	0	3	3	4.5
Very Unimportant	0	0	0	0	0.0
No Response	1	1	0	2	3.0



High School

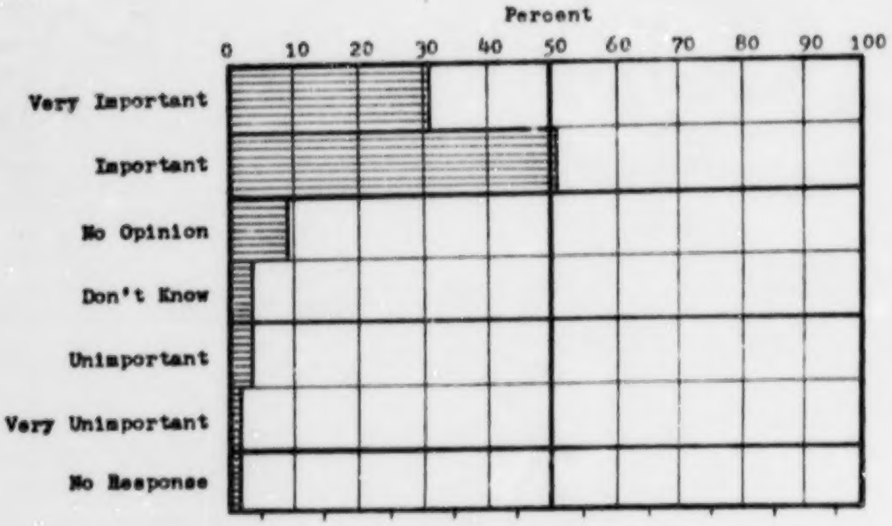
ITEM NUMBER: 6d

N=67

Item: How important is to you that there be a school which offers emphasis on work-study experience?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	13	2	6	21	31.3
Important	7	12	15	34	50.7
No Opinion	0	1	5	6	9.0
Don't Know	2	0	0	2	3.0
Unimportant	1	1	0	2	3.0
Very Unimportant	1	0	0	1	1.5
No Response	0	0	1	1	1.5



High School

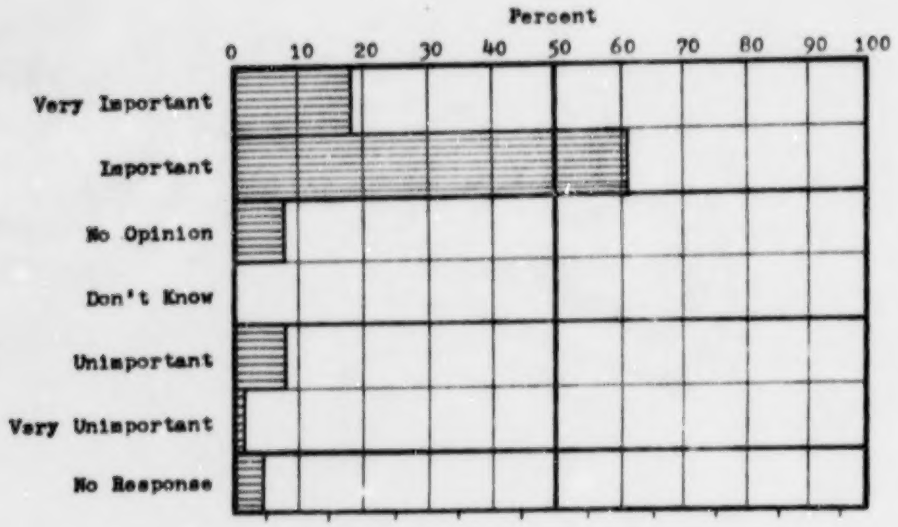
ITEM NUMBER: 6e

N=67

Item: How important is to you that there be a school which offers emphasis on art in secondary school?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	5	1	6	12	17.9
Important	12	12	17	41	61.2
No Opinion	1	2	2	5	7.5
Don't Know	0	0	0	0	0.0
Unimportant	4	0	1	5	7.5
Very Unimportant	1	0	0	1	1.5
No Response	1	1	1	3	4.5



High School

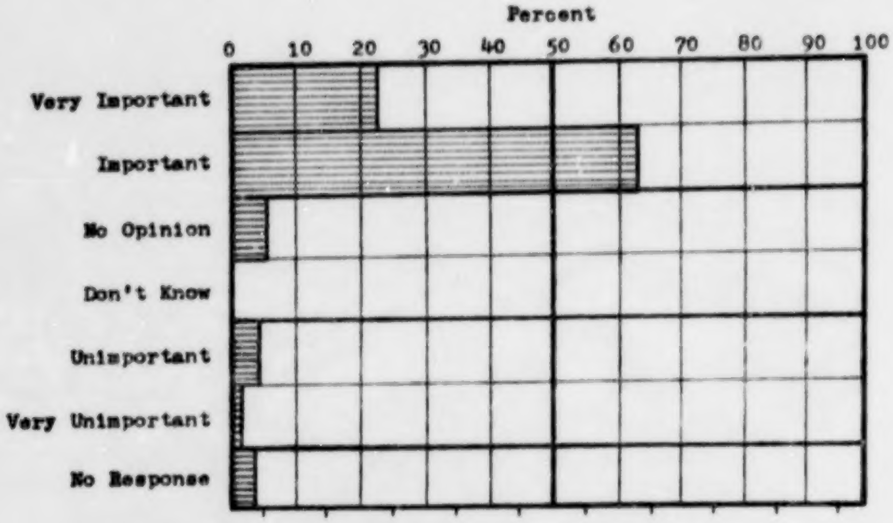
ITEM NUMBER: 6r

N=67

Item: How important is to you that there be a school which offers emphasis on music in secondary school?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	7	1	7	15	22.4
Important	13	13	16	42	62.7
No Opinion	1	1	2	4	5.8
Don't Know	0	0	0	0	0.0
Unimportant	2	0	1	3	4.5
Very Unimportant	1	0	0	1	1.5
No Response	0	1	1	2	3.0



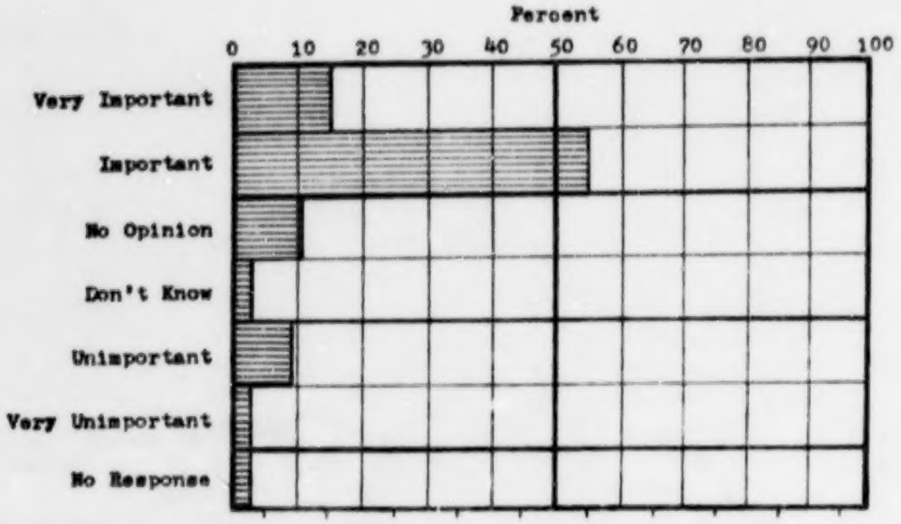
High School

ITEM NUMBER: 6g N=67

Item: How important is to you that there be a school which offers emphasis on drama in secondary school?

Meetings →

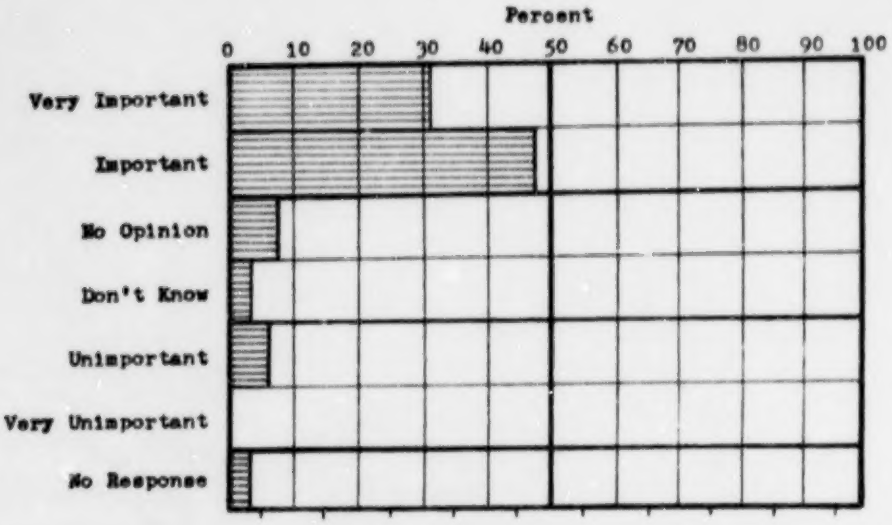
	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	6	0	5	11	16.4
Important	11	10	16	37	55.2
No Opinion	2	4	1	7	10.4
Don't Know	1	0	1	2	3.0
Unimportant	3	1	2	6	9.0
Very Unimportant	1	0	1	2	3.0
No Response	0	1	1	2	3.0



High School
ITEM NUMBER: 6h
N=67

Item: How important is to you that there be a school which offers emphasis on advanced science?

Meetings →	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	13	1	7	21	31.3
Important	8	11	13	32	47.8
No Opinion	2	2	1	5	7.5
Don't Know	0	0	2	2	3.0
Unimportant	1	1	2	4	5.8
Very Unimportant	0	0	0	0	0.0
No Response	0	1	1	2	3.0



High School - 6a to h, inclusive.

Most of these things are personal things. I don't like most of them but we must consider other people who do.

Those who are interested should have these choices open to them.

I feel that these programmes are essential if students are to be comfortable within their school environment.

Should read "All Schools".

In this question why is the question worded "a" school? Does this mean each individual school specializes in only this? Seems rather impossible in budgetary terms.

Would presume the problem is not which but how to maximize opportunities in all.

My answer to these questions indicates only that such an emphasis would not be appreciated by any of our children as far as I know.

I wish the children had more choice to take more of the options available. I find that if they are in an academic program there is not much time left to take some of the vocational subjects which could also benefit them in later life. An extra year in high school for all students would perhaps remedy this.

In order to provide the best situation possible for Cycle II students, specialized schools are a necessity.

Would certainly hope that all of these emphasis are included in the same school.

There is a need to have open boundaries. Students should be allowed to select various programs at our secondary schools. Each of our five high schools each set up different programs and allow the students to select their programs. We should have buses run from each high school to take youngsters to the various high schools for the courses of their choice.

I see no emphasis on job "skills".

High School - 6a to h, inclusive (continued)

I feel very strongly that the emphasis should be on physical fitness and confidence for all students - not just for the talented few.

Students should be allowed to leave the narrow, restricted confines of "school-world" to develop a perspective on, for example, unemployment, age, business world, etc.

Relatively important.

School responsibility should be limited to teaching. Half-day school should be available to willing students, but the other half day should be of practical necessity outside the scope of the whole system.

e,f,g,h are very important if the student has a particular interest or gift in one of these subjects.

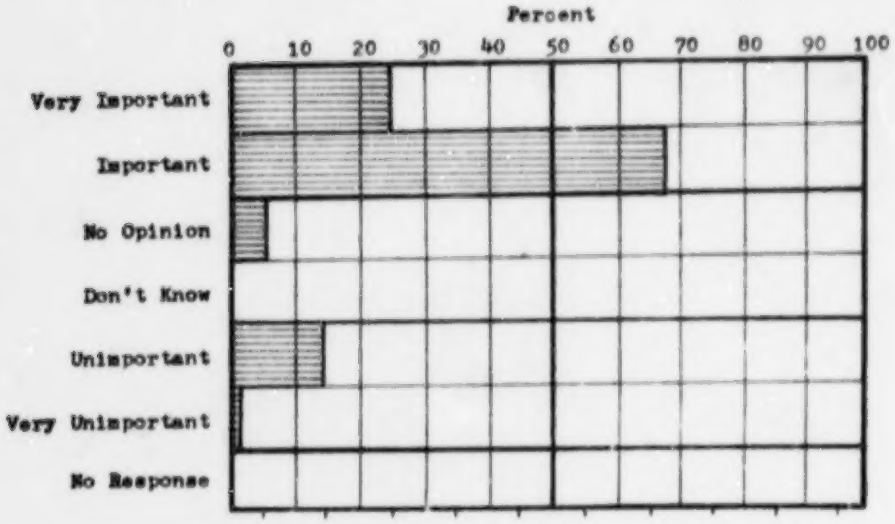
High School

ITEM NUMBER: 7 **N=67**

Item: How important is it to you that non-academic options be available as part year's program?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	8	2	7	17	25.4
Important	9	12	15	36	67.0
No Opinion	1	0	3	4	5.8
Don't Know	0	0	0	0	0.0
Unimportant	5	2	2	9	13.4
Very Unimportant	1	0	0	1	1.5
No Response	0	0	0	0	0.0



Non-academic subjects do not involve me with the exception of Student Council and related jobs.

Why should high school be for "Academic" only?

Need for definition of what is meant by non-academic option.

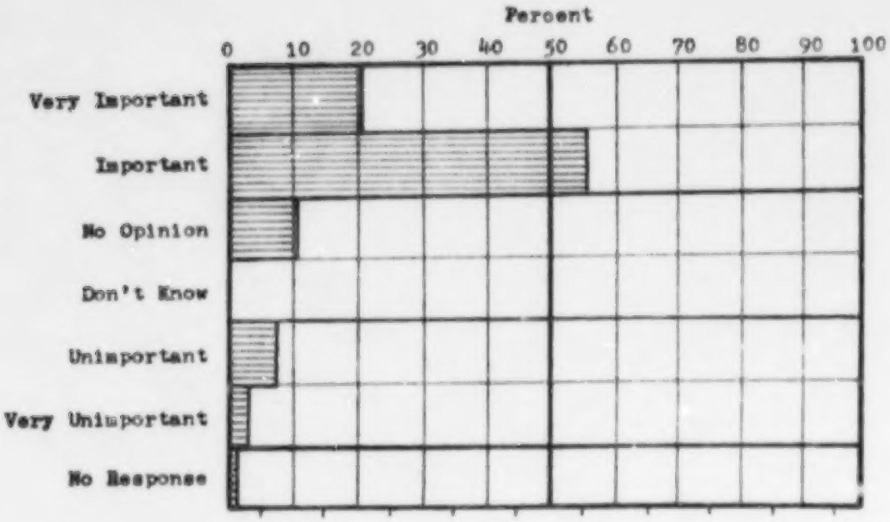
High School

ITEM NUMBER: 8 N=67

Item: How important is it to you that each student have some technical-vocational experience during his high school program?

Meetings →

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	4	4	6	14	20.9
Important	13	9	16	38	56.7
No Opinion	1	2	4	7	10.4
Don't Know	0	0	0	0	0.0
Unimportant	4	1	0	5	7.5
Very Unimportant	1	0	1	2	3.0
No Response	1	0	0	1	1.5



High School - 8

A pupil should be given the option of learning a concrete skill that is marketable.

High School

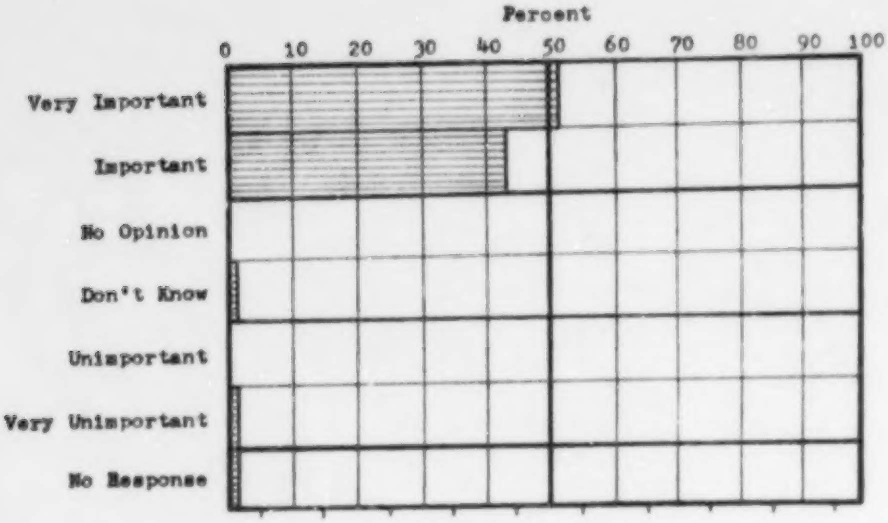
ITEM NUMBER: 9

N=67

Item: How important is it to you that counselling service be available to your child?

Meetings

	Mac	Hudson	JRHS	TOTAL	PERCENT
Very Important	11	7	17	35	52.2
Important	11	9	9	29	43.3
No Opinion	0	0	0	0	0.0
Don't Know	1	0	0	1	1.5
Unimportant	0	0	0	0	0.0
Very Unimportant	1	0	0	1	1.5
No Response	0	0	1	1	1.5

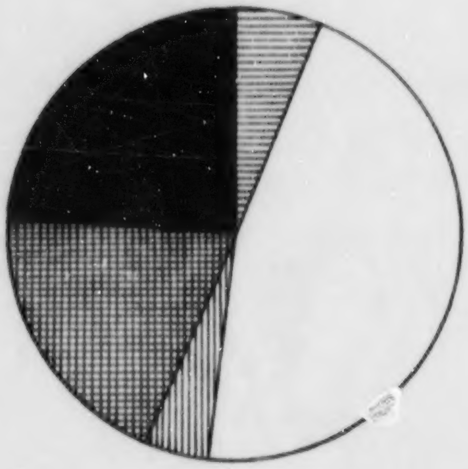


Counselling is important for social development.

Hopefully counselling service would be improved.

Item 10 N = 67

Item: Please rate this session on declining school populations.



		Macdonald	Hudson	John Rennie	Total	Percent
▤	Very Good	3	1	0	4	5.8%
□	Good	11	10	10	31	46.3%
▥	No Opinion	1	2	0	3	4.5%
▦	Fair	3	2	8	13	19.4%
▨	Very Poor	0	0	0	0	0.0%
■	No Response	6	1	9	16	23.9%

High School - General Comments

Coming from Hudson I find it difficult to relate to the issues which concern the larger schools. Question 3 concerns me only in that I fear being bussed even further than I am now.

Actually a liberal arts program is important - non-academic! Very important considering the amount of leisure time and early retirement the students can look forward to.

I feel that there are too many changes happening in our schools. A long term answer should be resolved.

It is unwise to locate students a great distance from their home - much spirit is lost.

Invitations to the Community Groups were sent to:

1. Lions Club
2. Rotary
3. Lakeshore Civilan Clubs
4. Keiwanis
5. The Workshop
6. University Women's Club
7. I.O.D.E.
8. Quebec Council of Parent Participation Pre Schools.
   Whiteside Taylor Centre for Cooperative Education.
9. Lakeshore General Hospital - Dept. of Community Health.
10. MUC West Island Youth Squad.
11. D.D.O. Recreation Dept.
12. Kirkland Recreation Dept.
13. Pierrefonds Recreation Dept.
14. Pointe Claire Recreation Dept.
15. Y.M.C.A.
16. Lakeshore Ministerial Association.
17. QACLD - Lakeshore
18. West Island Adaptation Service.
19. John Abbott College
20. Al-Anon-Al-teen
21. Big Brothers Association
22. Citizen's Advisory Council
23. Ville Marie Social Service Centre
24. CLSC Pierrefonds
25. Diocesan Counselling Centre
26. Beaconsfield Recreation Dept.

MEETINGS WITH COMMUNITY AT LARGE

Questions were forwarded to participants ahead of time. These questions were intended as stimulus to discussion rather than as an intended formal structure.

The following attempts to record ideas and comments put forward at those meetings.

1. SERVING THE ANGLOPHONE COMMUNITY.

a) Can you recommend ways in which the Lakeshore School Board could better serve the present English community?

Comments in this area seemed to touch on the following ideas and concerns:

-Quality Education.

Greater emphasis must be placed on the quality of education, particularly on the quality of teaching.

Essential to make it interesting to learn. Are we developing a generation of students who expect to be entertained rather than participate? School must respond to this.

-How can computer science be boring?

-How can "plastics" be boring?

Imagination badly needed.

-Responding to wishes of parents.

Recognize reality of acknowledging perceived needs of parents (tax payers) while facing real responsibility of administering quality education. To what extent must the School board respond to parents demands - to what extent does it defend need for pedigogical integrity?

Impossible to please everyone.

The organization should respond to the needs of individuals to the extent it is possible within limits of financial, physical and human resources available. Sell only that which school system can deliver effectively.

Believe alternatives can exist in same school but only with support of staff.

-Structure and Climate.

Community as a whole is requesting more discipline.

Need for process of accountability which includes all levels, students as well.

-Recruitment of dropouts.

Should make it viable and worthwhile to recruit, and then retain dropouts.

Should follow up on why they dropped out.

School commissioners should show direct concern with some personal follow-up.

-Communication with parents and community.

Schools and school board need to improve contact with the community at large with emphasis on increasing awareness of goals of education and the means being used to achieve these goals. Even parents of students actively engaged in studies within L.S.B. Schools have little understanding of what in fact, the school is attempting to accomplish.

Special emphasis must be placed on communication with parents at various stages of concern,

- -parents of pre school age children re public system,
- -parents of primary age to emphasize detail of senior elementary and broad outlines of secondary education.
- -parents of elementary to emphasize detail of secondary and broad outlines of post-secondary.

It is essential that more parents take advantage of opportunities to be more closely involved with schools through participation in School Committees, Home and School, and as volunteers.

-Community School Concept.

Much praise was forthcoming for those "visionary" programs within L.S.B. which provided a deliberate direct and effective link with the community.

- -Community co-ordinator at Spring Garden.
- -Community office at John Rennie.
- -Work-Study office at Beaconsfield High.

Hope was expressed that L.S.B. will continue to finance and expand on this concept.

b) Can you recommend ways in which the Lakeshore School Board could be influential in encouraging English to move to Quebec?

-Publicity.

Needs to publicize realities to lessen fears of Bill 101.

Need to direct attention to companies to get information into hands of those who need it - personnel directors - potential transfers. Contact must first be made at senior level of companies through senior level of L.S.B.

Someone within L.S.B. should be made available to industry to travel with company representatives to interview potential employees, someone who could reassure them about education in Quebec.

Sell the opportunity that exists for students coming to Quebec to begin French as well as have an excellent English education.

2. COMMUNITY SCHOOLS.

a) How important is it to the quality of life in your community to maintain the present neighbourhood school functioning even at substantially increased fixed cost per student?

b) How important is the influence of the school on the make-up of the community? e.g., Effect of changing language of instruction of the local school.

In discussion sessions there seemed to be greater desire to consider other of the topics up for discussion than these. This does not preclude that these questions were of no concern, but merely of less concern.

General comments indicated interest in exploring more seriously the possibility of sharing schools in neighbourhood rather than continuing the practice of having each school serve an exclusive clientele (English Protestant, English Catholic, French Catholic). It was suggested that, in the interests of conservation, and social gains, students be served as close to home as possible.

3. SCHOOL PROGRAM OPPORTUNITIES.

a) How important is it to have bilingual education available?

First and foremost there must be more deliberate organizational emphasis on developing a "Bilingual" School system rather than an English School system.

Essential that every student have the skill to function well in both official languages.

Essential that children learn to read in their own language first.

Believe that a bilingual education does not mean a sacrifice in academic excellence.

Recognition must be given to the fact that learning a language is not much of an intellectual task. Teaching methods used often suggest that it is and hence prove ineffective for some students.

Believe that the school system has not resolved the task of identifying the main criterea in teaching of French. e.g.,
- fluency vs culture
- French Canadian staff vs French speaking staff
- Quebec idiom emphasis vs deliberate omission.

Community is not sufficiently aware of the extent of opportunity available within L.S.B. schools for students to acquire skills in French.

b) How important is it to have the primary focus on academic excellence?

Greater concern expressed about need to respond to those who are encountering difficulty in learning.

High percentage of students in "juvenile delinquent" goups do not know how to articulate their concerns, nor how to cope effectively with authority. Most of these students perceived the classroom as a highly competetive environment in which they felt inadequate and thus became discouraged.

Emphasis of teachers needs to be directed first toward "caring" about the student as a person then, development of academic excellence can follow more naturally.

Time and effort must be directed toward the individual student who is encountering difficulty (i.e., not achieving the level of excellence which is perceived as appropriate for that individual).

c) How important is it that the school organize opportunity for learning outside the school:

-sports (extra-mural)

-student exchanges

-field trips

-community service

-work-study experience

- Comments on this question were both general and specific.

-STUDENTS:

Academic credit should be given for community service. The students experience could be complemented by assignment of essays, projects, etc., to reinforce the value of learning through doing.

Field trips are badly neglected as a mode of learning within L.S.B. schools. Some efforts should be made to find financial resources and to train teachers to stimulate use of field trips as an integral part of the students'learning experience.

Work-study experience should be organized within the school as well as out in the community.

-More courses should have practical dimensions with emphasis on budgets, interest, charge accorents, cost of living, family responsibilities, work responsibilities, etc.

-Student assigned a fictional job, a fictional salary - works out projected life experiences and realities.

Specialized Phys. Ed., programs should be available to students who have handicaps and move slowly.

Extra-mural Phys. Ed. program should be much broader than just sports orientation.

-STAFF:

Extra curricular activity is crucial to give the school a positive image to overcome present attitudes of community toward teachers.

Teachers who are involved and go the extra mile are really appreciated by students. Students respond more readily to this teacher within the classroom content. (Question raised as to whether union contract permits official recognition of teacher who adds this 'extra' but essential dimension. It was felt that school board should find some way of acknowledging them and expressing appreciation).

d) How important is it for schools to offer special facilities for gifted students?

Question came up asking if the L.S.B. has a general policy re enriching gifted **students?**

Attempt was made to relate the principle of 'continuous progress', 'differentiated assignments' and 'streaming' as such a policy. It was acknowledged that the affective teacher is probably the most critical determinent in the situation.

Concern was expressed with regard to the stigma which frequently results from any form of group segregation. However, it remains crucial to determine the degree to which this may be off set by the academic advantages which accrue to the student.
Criticism was levelled that bright students are frequently not challenged, that teachers are not sufficiently well trained in how to provide more open-ended learning activities which can better meet the needs of such students.

There needs to be more structured encouragement enabling bright students to assist those who are not so gifted. Such experience is valuable for both parties.

e) How important is career education? At what age should it begin?

Assumption was made by many that guidance counsellors had this in hand.

Suggestions focused on desirability of building this in to social science program and substantially enhancing the present opportunity.

'Wheel of Fortune' program funded by PSBGM and presented through YWCA to girls should be revised and used as a format for all students.

Visitation program offered through B.H.S. and Community Office at John Rennie should be extended so that more students are involved, not just those with a high level of initiative or self-motivation.

4. Can you recommend way in which students graduating from our school system here on the Lakeshore could be better prepared for adult responsibility?

Volunteers are now much harder to find. Most adults appear not to want to give time free to the community, but want to be paid. Perhaps, in the future, the main pool of potential volunteers will be union workers on a 4 day or 3 day work week. However, many of these people do not come from a home background in which such community involvement is the norm. Thus it becomes essential that the school teach social service in order that students may acquire an understanding of this form of social responsibility and personal satisfaction.

GENERAL COMMENTS: The following comments appeared to be separate as to being a direct response to the foregoing questions, yet were stimulated by the discussion and are of importance within the general context.

Someone has responsibility to develop retraining programs for teachers.

There needs to be more supervision of all aspects of education - professional days, teachers 'lesson' plans, quality and appropriateness of lesson materials.

Better analysis of trends, of effectiveness of programs, of effectiveness of individual schools, of effectiveness of special education, of effectiveness of graduates of L.S.B. system.

There needs to be stronger leadership particularly at principal level. Principals appear afraid of teachers re it is recognized that this may simply be due to excessive demands on principals time. It appears that the whole system needs revamping but who is going to undertake such a responsibility?

Lakeshore School Board reflects the kind of community it serves - BLAH - English 'Protestant' Community doesn't stand up for anything - appears not to have any real commitment. L.S.B. appears not to want to rock the boat. There needs to be some commitment, credibility, and leadership on the part of the board.

Private schools have had to respond to clients needs to stay in business. Public schools must be more cognizant of this.

Is the Lakeshore School Board really concerned - not just superficially? Does it really have an intention of listening and responding?

MEETING WITH STUDENTS' COUNCIL REPRESENTATIVES

Although the specific comments and recommendations from this group are included with those of other groups it seems important to acknowledge particular features of their meeting.

Students are vitally interested and concerned. They need more opportunity to input.

They appeared more open and more tolerant than the parent community.

Their opinions were wide spread, representing no strong first choice as group, nor polarization. Rather they tended to express interest in, acceptance of, or toleration of most of the options.

Their main focus was concern for quality of experience for themselves, and for those entering the high school milieu.

They placed a high value on all of the components of question 6:

-extra curricular sports

-specialized physical education

-community service

-work-study experience

-music

-art

-drama

-advanced science

They made particular reference to these as dimensions of the quality of life available to the student in the school. They expressed considerable concern that the current budget decisions might effect any or all of these substantially. They strongly recommended that every effort be made to support such programs, particularly that of extra-curricular sports.

CONSULTATION MEETING SCHEDULE:

School Communities: School Committees, Home & School Executive, Staff Council, Teachers, Parents, Administrators.

Feb. 21, 1978	Christmas Park, Beaconsfield El., Oak Ridge, Dorset.
Feb. 23, 1978	Edgewater, Dorion, Vivian Graham.
Feb. 28, 1978	Allancroft, Briarwood, Beacon Hill, Windermere.
March 1, 1978	Seigniory, Lakeside Heights, Cedar Park.
March 9, 1978	Greendale, Thorndale, Northview.
March 15, 1978	Macdonald High, Beaconsfield High.
March 16, 1978	Spring Garden, Sunnydale, Valois Park.
March 22. 1978	Hudson High, Mount Pleasant, Soulanges.
April 4, 1978	Lindsay Place, John Rennie.

Student Council:

April 25, 1978	450 Church, Student Council representatives from Hudson, Macdonald, John Rennie, Lindsay Place. (B.H.S. unable to attend).

Community at Large:

May 2, 1978	Centennial Hall, Beaconsfield.
May 3, 1978	John Rennie - Library.

C. SUGGESTED POLICIES
Re: Declining Enrollments

LIST OF FIGURES

		Opposite Pages:
Figure 48	Flow-Chart: Suggested Policies Re: Declining Enrollments	266 267 268 269 270 271
Figure 49	Declining Pupil Population: An Overview	272

C. SUGGESTED POLICIES RE: DECLINING ENROLLMENTS

PREAMBLE:

The problem of declining pupil numbers is a phenomenon that is not unique to our area. How other areas have attempted to resolve this problem has been useful in this study.

Basically the Lakeshore School Board must decide whether it will continue to function in a manner similar to the past (i.e., following a "neighbourhood school" pattern or not). The direction to be followed should not only take demographic and enrollment data into consideration, but also the changing social situation in our society and/or the altering patterns of resource allocation.

It is important that a policy or policies be established in order that the resolution of the problem as it applies to the Lakeshore School Board will be carried out in a manner that is efficient while at the same time be of benefit to children (or be of the least disadvantage to them).

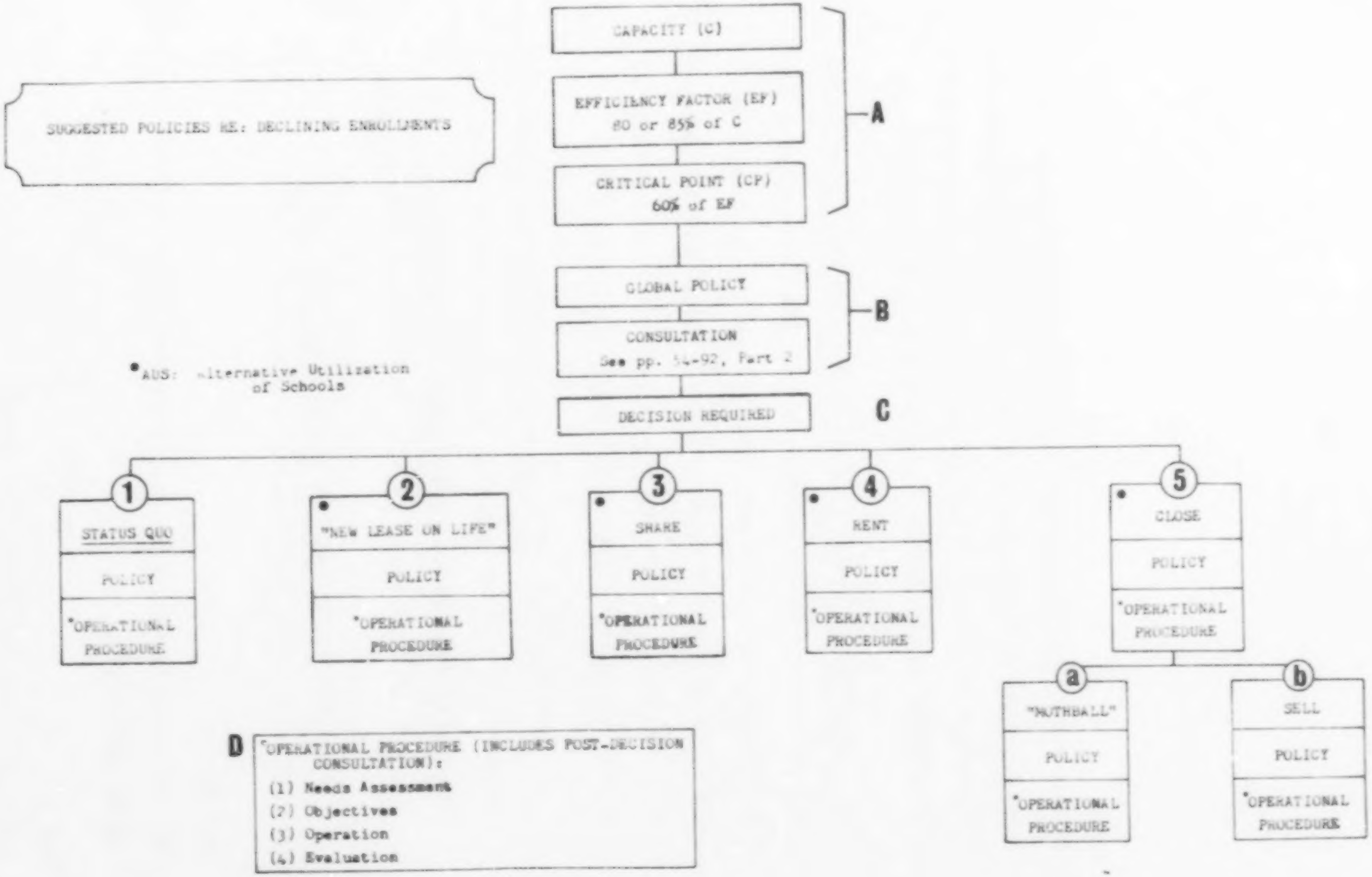

SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF)
80 or 85% of C
CRITICAL POINT (CP)
60% of EF
A
GLOBAL POLICY
CONSULTATION
See pp. 54-92, Part 2
B
•AUS: Alternative Utilization of Schools
DECISION REQUIRED
C
1
STATUS QUO
POLICY
*OPERATIONAL PROCEDURE
2
"NEW LEASE ON LIFE"
POLICY
*OPERATIONAL PROCEDURE
3
SHARE
POLICY
*OPERATIONAL PROCEDURE
4
RENT
POLICY
*OPERATIONAL PROCEDURE
5
CLOSE
POLICY
*OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
*OPERATIONAL PROCEDURE
b
SELL
POLICY
*OPERATIONAL PROCEDURE
D
*OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

Figure 48

Policy Suggestion

When do pupil numbers warrant a thorough examination of a school's future utilization?

Part One Whereas the Island Council suggests that a school functions efficiently when the number of pupils represent 60% (Elementary Schools) or 85% (High Schools) of its Theoretical Capacity (T.C.), and

- Whereas the Island Council suggest that a school building's level of occupancy is at a critical point when the number of pupils is 60% of the Efficiency Factor,
- Be it resolved that when a school contains pupils numbering 60% (i.e., The Critical Point or C.P.) of the Efficiency Factor or less, then the school should be identified as one that may be closed one year hence, unless some other practical and feasible use can be made of it, and
- Be it further resolved that other schools which will be affected by the resolution of the problem must be involved in the process of reorganization.

Part Two Whereas research supports the need to involve all interested groups in consultation concerning a serious problem, and

- Whereas the community has been made aware of the global problem of declining pupil numbers,
- Be it resolved that when a school has been identified as being at 60% or less of its Efficiency Factor, then consultation following either Process One or Two (See Part Two, pp. 57-85) should begin.

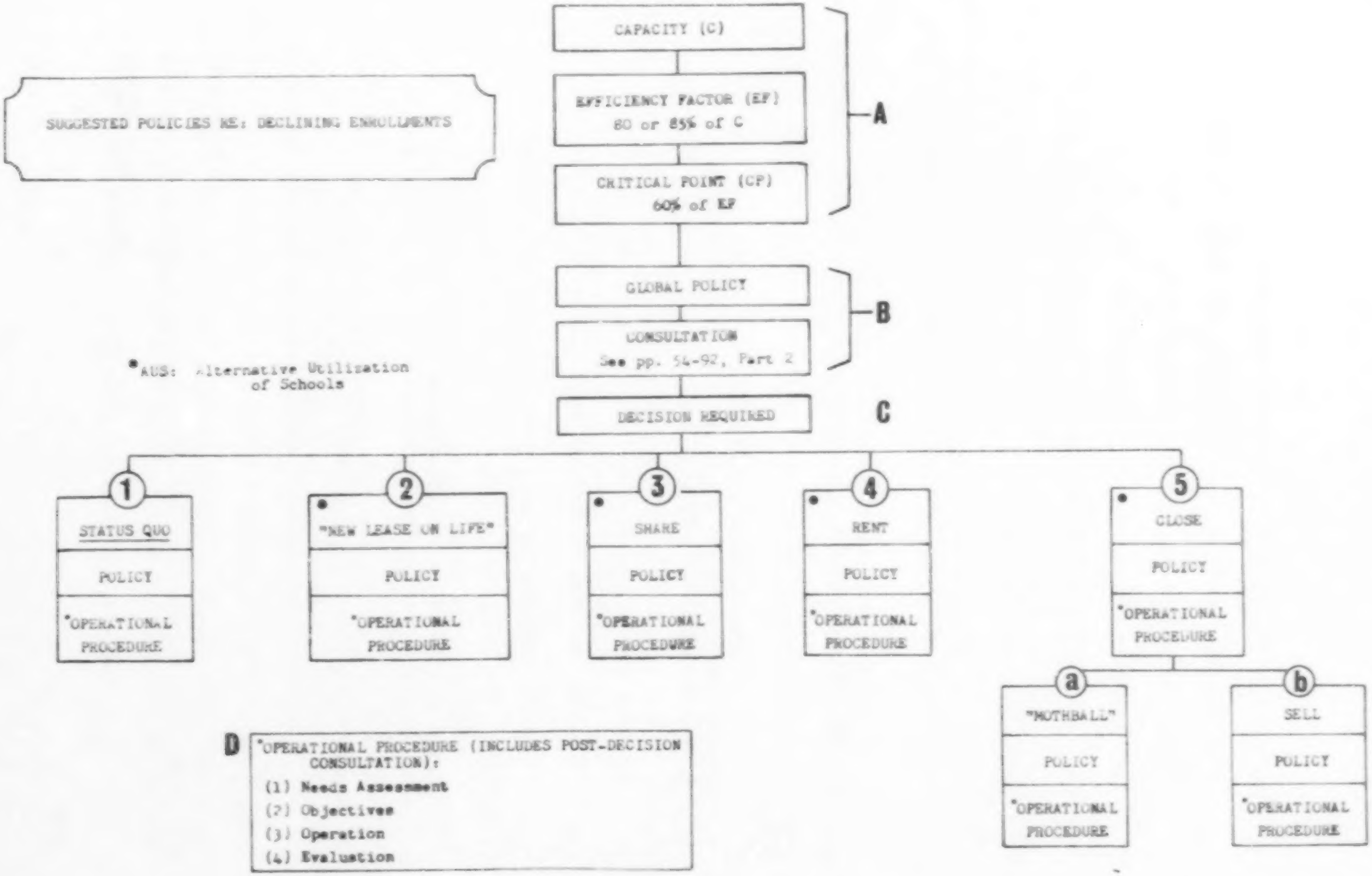

SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF)
80 or 85% of C
CRITICAL POINT (CP)
60% of EF
A
GLOBAL POLICY
CONSULTATION
See pp. 54-92, Part 2
B
*AUS: Alternative Utilization of Schools
DECISION REQUIRED
C
1
STATUS QUO
POLICY
*OPERATIONAL PROCEDURE
2
"NEW LEASE ON LIFE"
POLICY
*OPERATIONAL PROCEDURE
3
SHARE
POLICY
*OPERATIONAL PROCEDURE
4
RENT
POLICY
*OPERATIONAL PROCEDURE
5
CLOSE
POLICY
*OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
*OPERATIONAL PROCEDURE
b
SELL
POLICY
*OPERATIONAL PROCEDURE
D
*OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

Figure 48

As a result of consultation and other considerations, five identifiable courses of action can be examined prior to making a recommendation related to the future of a school and its pupils. Each possibility requires a specific decision coupled with a formal statement of policy of intent which would result in an appropriate operational procedure to achieve the objectives implied.

These routes are to:

1. maintain the status quo.
2. create a "new lease on life" through an alternative programme or organizational change.
3. develop alternative uses through sharing of buildings.
4. rent part or all of a building.
5. close the school

Each route will be defined along with a suggested policy and its operational procedure. This will allow for a specific course of action.

The five possible routes for the resolution of the problem are as follows:

1.0 THE STATUS QUO

1.1 Definition: The status quo implies that current school boundaries are maintained as are all school programmes, provided pupil numbers warrant a staff complement that can maintain the programme. However, as numbers decline, teacher numbers also diminish, thus limiting the number of programmes available.

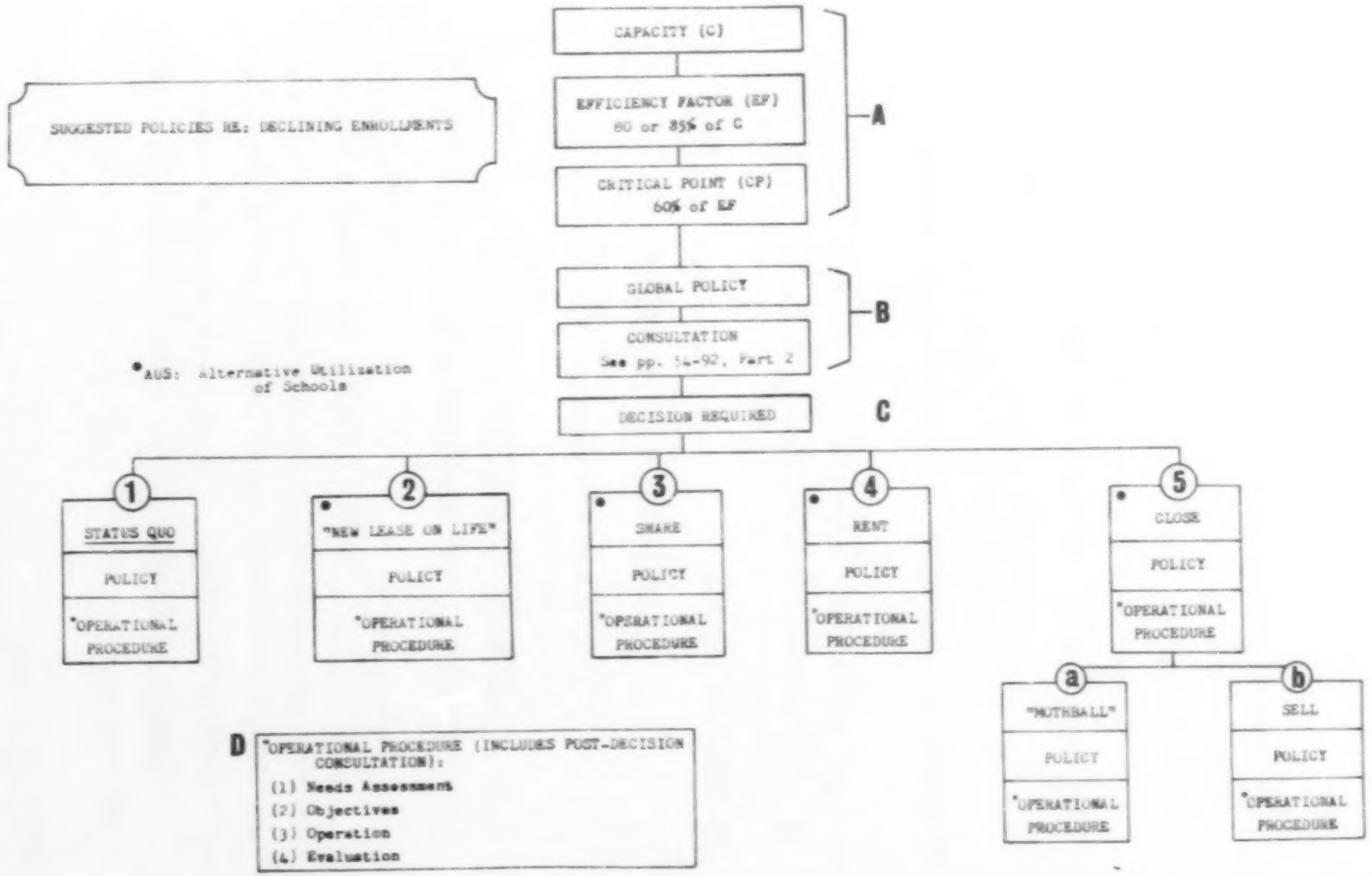

SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF) 80 or 85% of C
CRITICAL POINT (CP) 60% of EF
A
GLOBAL POLICY
CONSULTATION See pp. 54-92, Part 2
B
•AUS: Alternative Utilization of Schools
DECISION REQUIRED
C
1
STATUS QUO
POLICY
•OPERATIONAL PROCEDURE
2
•"NEW LEASE ON LIFE"
POLICY
•OPERATIONAL PROCEDURE
3
•SHARE
POLICY
•OPERATIONAL PROCEDURE
4
•RENT
POLICY
•OPERATIONAL PROCEDURE
5
•CLOSE
POLICY
•OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
•OPERATIONAL PROCEDURE
b
SELL
POLICY
•OPERATIONAL PROCEDURE
D
•OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

Figure 48

1.2 The Policy:

- Whereas the Lakeshore School Board is committed to the neighbourhood concept at the elementary level and the related "feeder-school" concept at the secondary level,
- Be it resolved that all means possible be followed to maintain the school boundaries, and
- Be it further resolved that the current school programme alternatives be maintained as long as numbers warrant.

1.3 Operational Procedure (Includes Post-Decision Consultation):

(1) Needs Assessment (WHY?)

(2) Objectives (WHAT?)

(3) OPERATION (HOW?)

(4) Evaluation (HOW WILL YOU KNOW?)

2.0 THE "NEW LEASE ON LIFE"

2.1 Definition: The "New Lease on Life" approach suggests a new way to organize pupils into school communities based on:

(a) a re-ordering of the age groups assigned to a school,

(b) introducing alternative programme to schools, and/or

(c) assigning pupils to a school on the basis of the compatibility between a teaching style and the children's learning style.

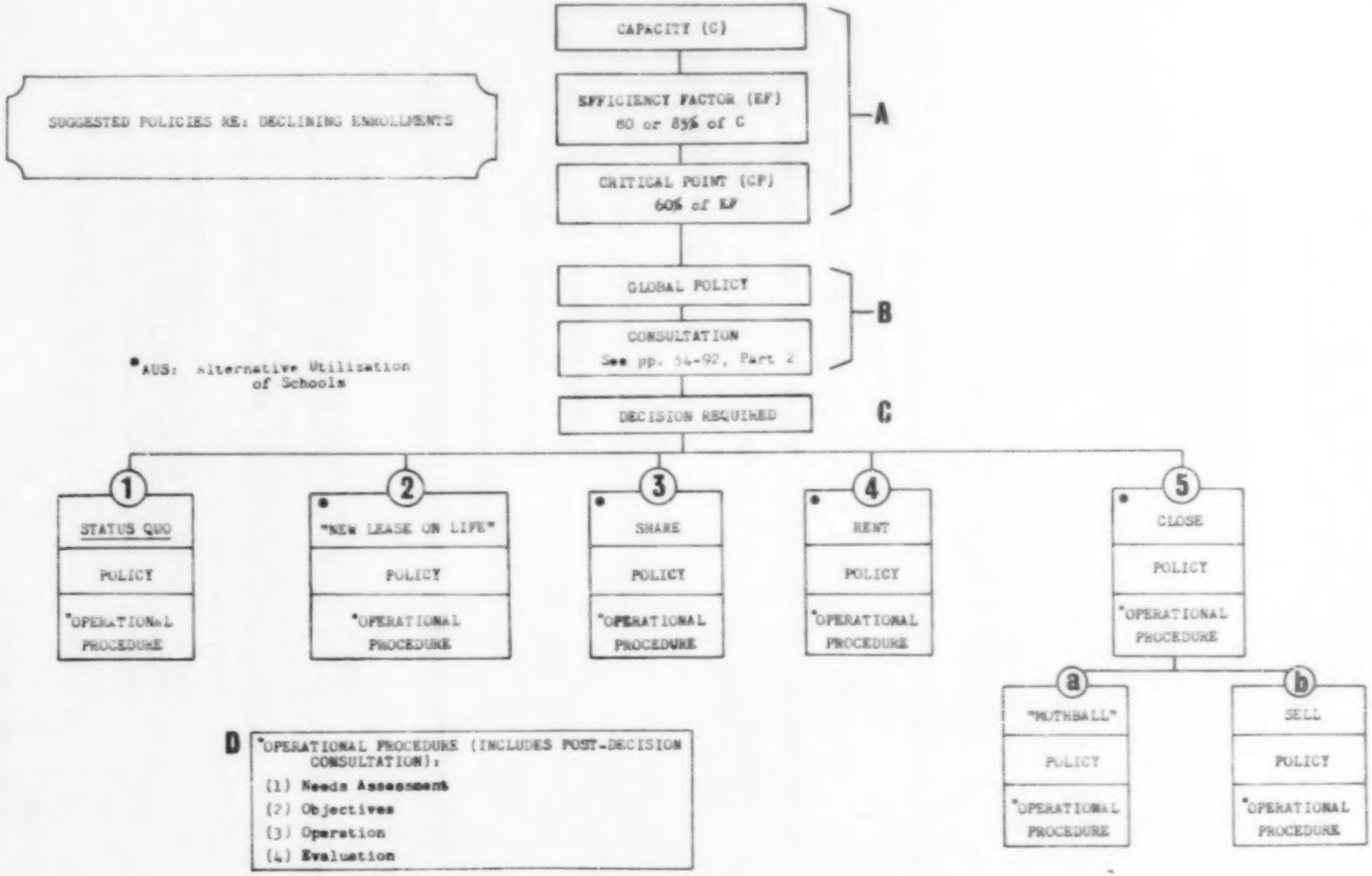

SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF) 80 or 85% of C
CRITICAL POINT (CP) 60% of EF
A
GLOBAL POLICY
CONSULTATION See pp. 54-92, Part 2
B
DECISION REQUIRED
C
*AUS: Alternative Utilization of Schools
1
STATUS QUO
POLICY
*OPERATIONAL PROCEDURE
2
* "NEW LEASE ON LIFE"
POLICY
*OPERATIONAL PROCEDURE
3
* SHARE
POLICY
*OPERATIONAL PROCEDURE
4
* RENT
POLICY
*OPERATIONAL PROCEDURE
5
* CLOSE
POLICY
*OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
*OPERATIONAL PROCEDURE
b
SELL
POLICY
*OPERATIONAL PROCEDURE
D
*OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

Figure 48

2.2 The Policy:

- Whereas community input has indicated that a reorganization of our schools and school programme is acceptable, and
- Whereas our pupil decline in numbers has provided us with non-viable groupings of pupils in some schools,
- Be it resolved that the neighbourhood school concept not be considered a major objective but that alternative organizational patterns be considered (e.g., Primary (K-3) Schools and Middle Schools (4-6).

2.3 Operational Procedure (Includes Post-Decision Consultation):

(1) Needs Assessment

(2) Objectives

(3) Operation

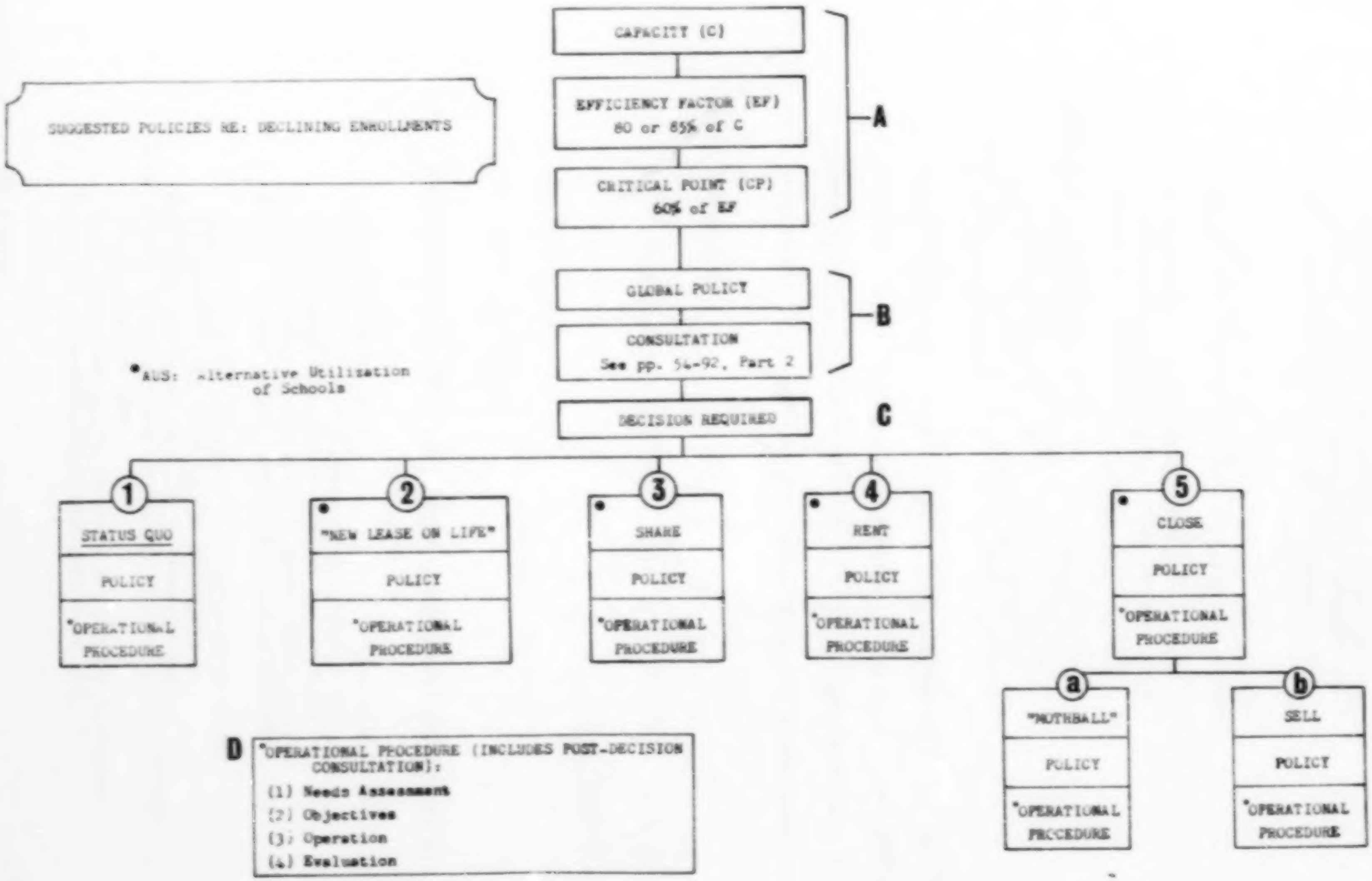
(4) Evaluation

3.0 SHARE THE SCHOOL

3.1 Definition: This implies that the pupils who traditionally have attended a particular school share the building with a division of the School Board Administration (e.g., Curriculum Division) or with students from another division (e.g., Adult Education students).

3.2 The Policy:

- Whereas schools in varying degrees have surplus space available that is not being utilized for the school programme, and
- Whereas certain divisions within the school system have or will have a need for space,
- Be it resolved that the Lakeshore School Board re allocate unused school space to other divisions where the need exists and when such sharing will not interfere with the school programme.


SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF) 80 or 85% of C
CRITICAL POINT (CP) 60% of EF
A
GLOBAL POLICY
CONSULTATION See pp. 54-92, Part 2
B
DECISION REQUIRED
C
1
STATUS QUO
POLICY
*OPERATIONAL PROCEDURE
2
* "NEW LEASE ON LIFE"
POLICY
*OPERATIONAL PROCEDURE
3
* SHARE
POLICY
*OPERATIONAL PROCEDURE
4
* RENT
POLICY
*OPERATIONAL PROCEDURE
5
* CLOSE
POLICY
*OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
*OPERATIONAL PROCEDURE
b
SELL
POLICY
*OPERATIONAL PROCEDURE
D
*OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

*AUS: Alternative Utilization of Schools

Figure 48

3.3 Operational Procedure (Includes Post-Decision Consultation):

(1) Needs Assessment

(2) Objectives

(3) Operation

(4) Evaluation

4.0 RENT THE SCHOOL

4.1 Definition: This implies that an external agency contracts to utilize part or all of a school building which is not being used.

4.2 The Policy:

- Whereas schools in varying degrees have surplus space available that is not being utilized for the school programme, and
- Whereas external agencies frequently are in need of appropriate space,
- Be it resolved that the Lakeshore School Board encourage the rental of a part of a school (or all of a school; this latter approach implies closing the school), where the occupancy rate warrants it, and according to rental fees suggested by the Island Council.

4.3 Operational Procedure (Includes Post-Decision Consultation):

(1) Needs Assessment

(2) Objectives

(3) Operation

(4) Evaluation

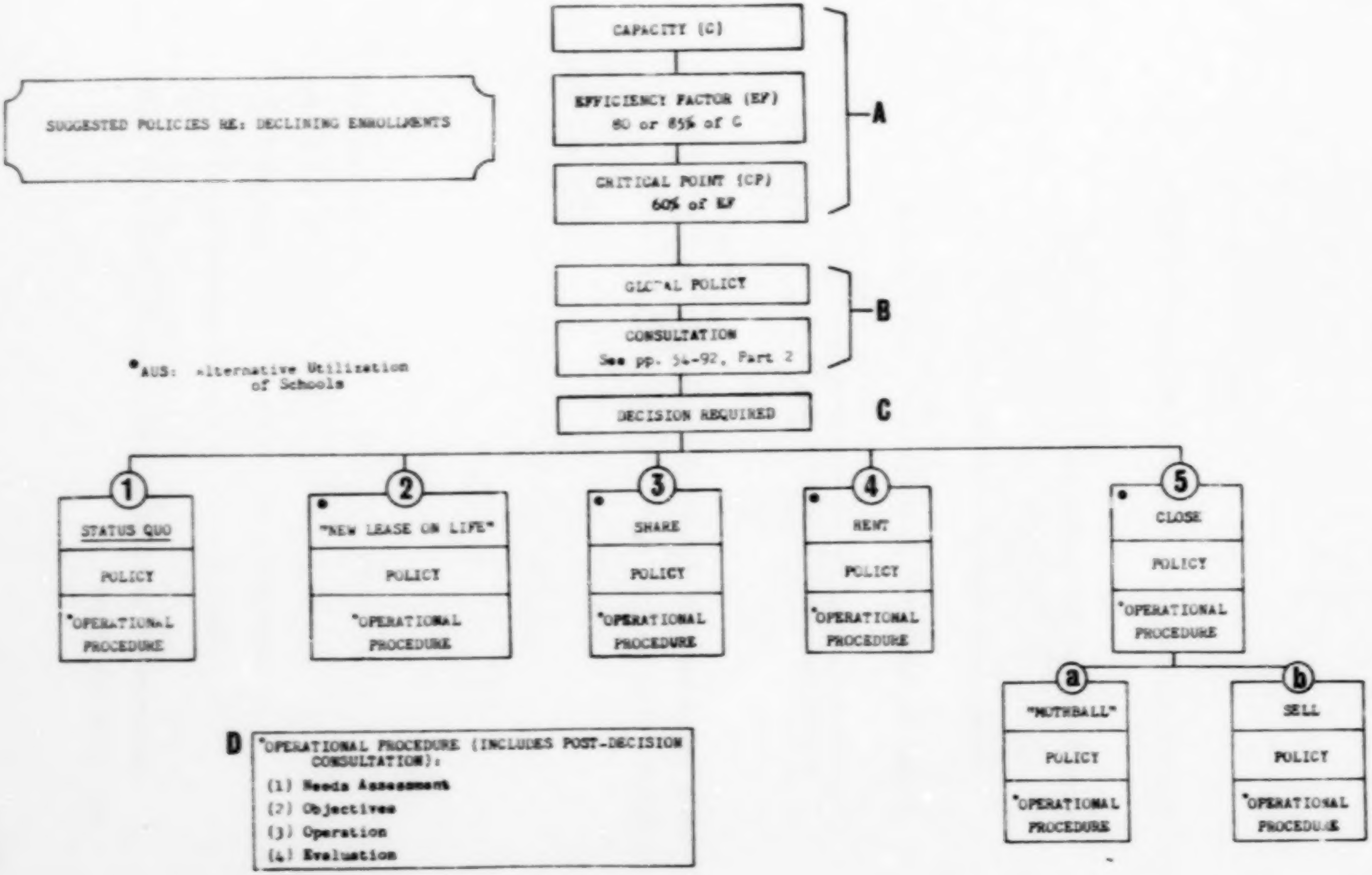

SUGGESTED POLICIES RE: DECLINING ENROLLMENTS
CAPACITY (C)
EFFICIENCY FACTOR (EF)
80 or 85% of C
CRITICAL POINT (CP)
60% of EF
A
GLOBAL POLICY
CONSULTATION
See pp. 54-92, Part 2
B
•AUS: Alternative Utilization of Schools
DECISION REQUIRED
C
1
STATUS QUO
POLICY
•OPERATIONAL PROCEDURE
2
• "NEW LEASE ON LIFE"
POLICY
•OPERATIONAL PROCEDURE
3
• SHARE
POLICY
•OPERATIONAL PROCEDURE
4
• RENT
POLICY
•OPERATIONAL PROCEDURE
5
• CLOSE
POLICY
•OPERATIONAL PROCEDURE
a
"MOTHBALL"
POLICY
•OPERATIONAL PROCEDURE
b
SELL
POLICY
•OPERATIONAL PROCEDURE
D
•OPERATIONAL PROCEDURE (INCLUDES POST-DECISION CONSULTATION):
(1) Needs Assessment
(2) Objectives
(3) Operation
(4) Evaluation

Figure 48

5.0 CLOSE THE SCHOOL

5.1 Definition: This implies that the rate of occupancy of a school is below the Critical Point, and that appropriate alternative placements are available for the children. Further, it suggests that no viable plan for an alternate use of the building is possible.

5.2 The Policy:

- Whereas the pupil population of certain schools is below the Critical Point, and
- Whereas an appropriate alternative place is available for each pupil, and
- Whereas no alternative use of the building through reorganization, sharing or renting is possible,
- Be it resolved that following appropriate fiscal studies and an evaluation of future needs a decision to either "mothball" the school (See Part 1, P.25) or sell the building is made.

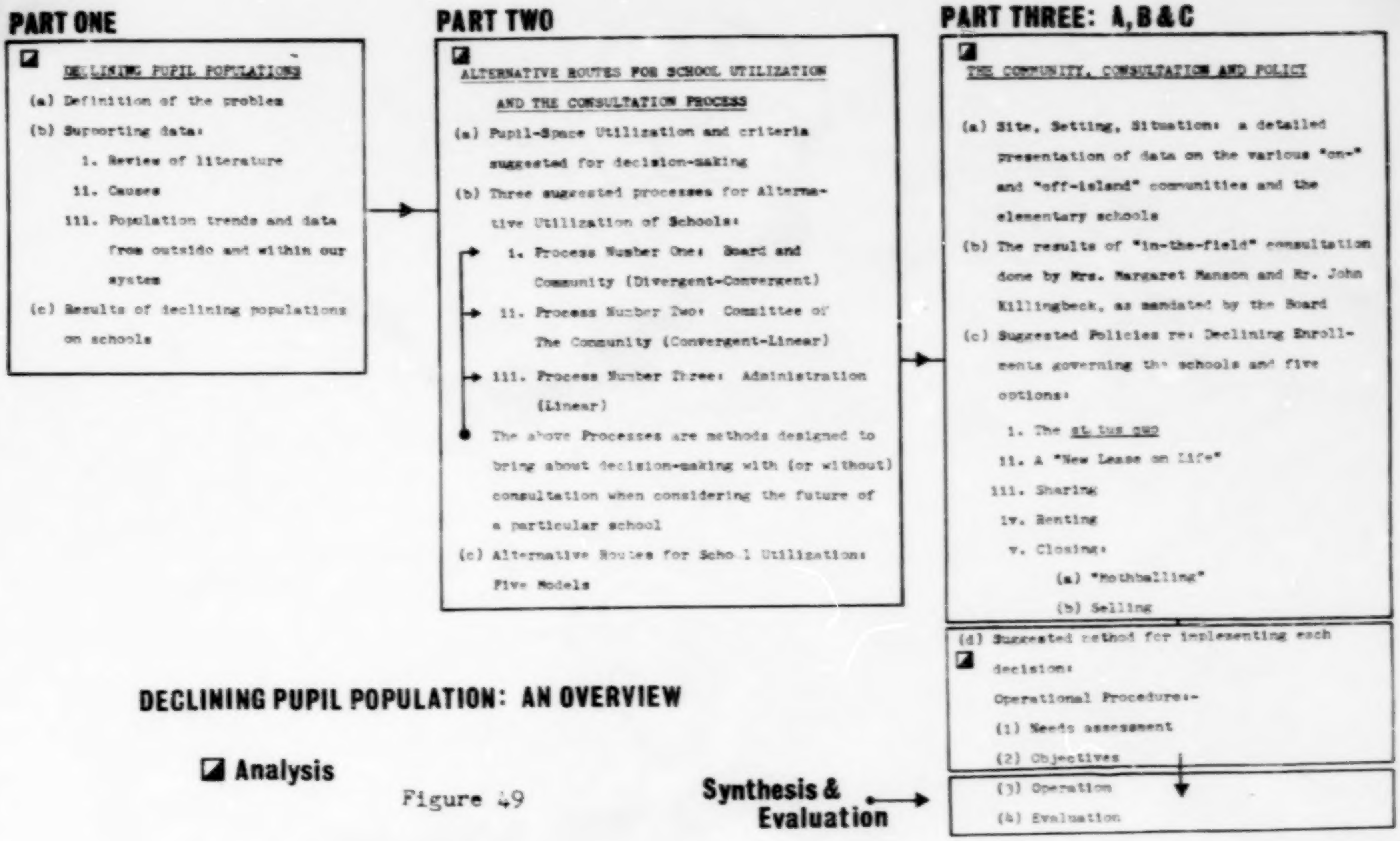
5.3 Operational Procedure (Includes Post-Decision Consultation):

(1) Needs Assessment

(2) Objectives

(3) Operation

(4) Evaluation



PART ONE

◪ DECLINING PUPIL POPULATIONS

(a) Definition of the problem

(b) Supporting data:

- i. Review of literature
- ii. Causes
- iii. Population trends and data from outside and within our system

(c) Results of declining populations on schools

PART TWO

◪ ALTERNATIVE ROUTES FOR SCHOOL UTILIZATION AND THE CONSULTATION PROCESS

(a) Pupil-Space Utilization and criteria suggested for decision-making

(b) Three suggested processes for Alternative Utilization of Schools:

- i. Process Number One: Board and Community (Divergent-Convergent)
- ii. Process Number Two: Committee of The Community (Convergent-Linear)
- iii. Process Number Three: Administration (Linear)

The above Processes are methods designed to bring about decision-making with (or without) consultation when considering the future of a particular school

(c) Alternative Routes for School Utilization: Five Models

PART THREE: A, B & C

◪ THE COMMUNITY, CONSULTATION AND POLICY

(a) Site, Setting, Situation: a detailed presentation of data on the various "on-" and "off-island" communities and the elementary schools

(b) The results of "in-the-field" consultation done by Mrs. Margaret Manson and Mr. John Killingbeck, as mandated by the Board

(c) Suggested Policies re: Declining Enrollments governing the schools and five options:

- i. The status quo
- ii. A "New Lease on Life"
- iii. Sharing
- iv. Renting
- v. Closing:
  - (a) "Mothballing"
  - (b) Selling

(d) Suggested method for implementing each decision:

◪ Operational Procedure:-

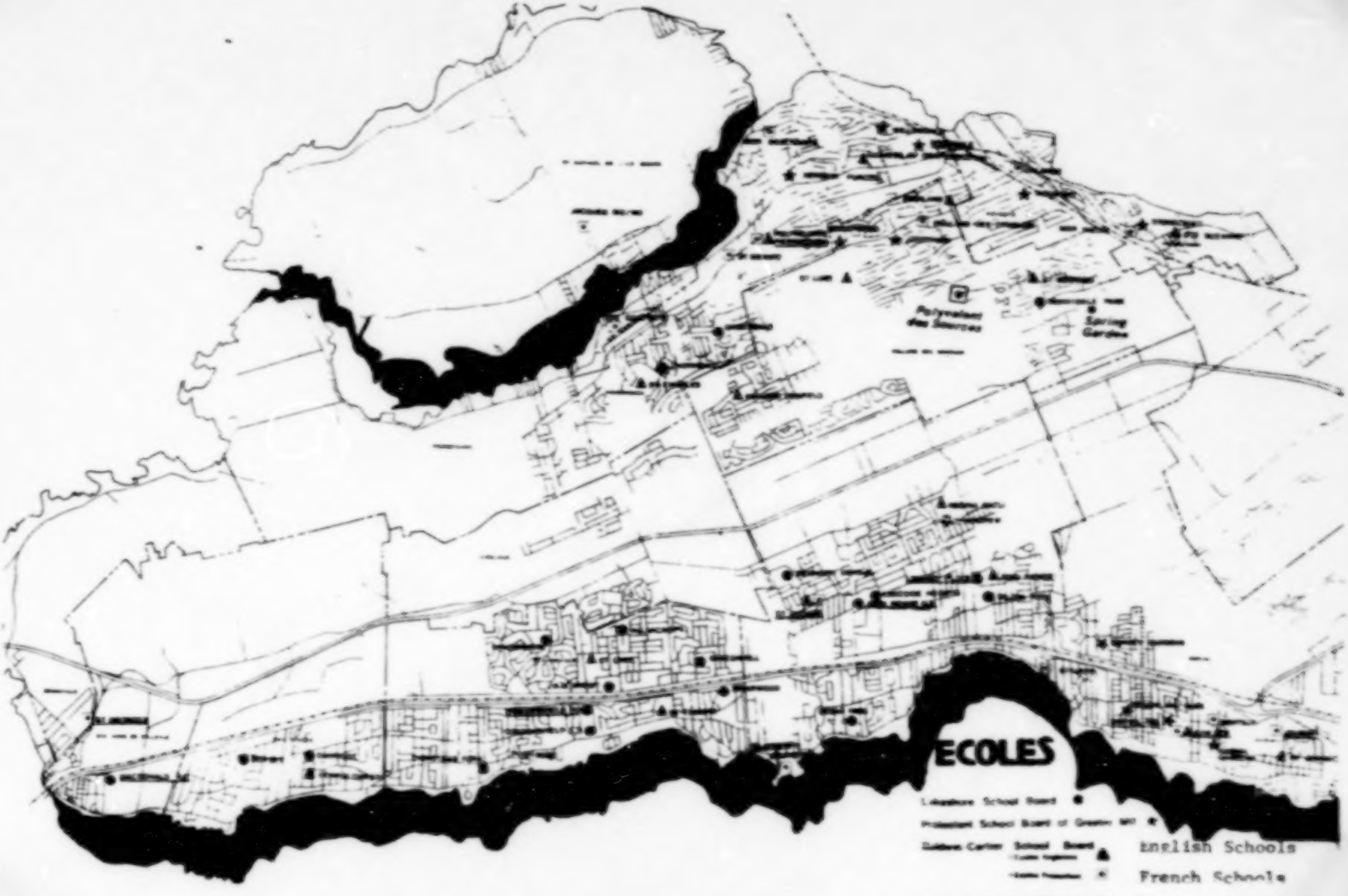
- (1) Needs assessment
- (2) Objectives
- (3) Operation
- (4) Evaluation

DECLINING PUPIL POPULATION: AN OVERVIEW

◪ **Analysis**

Synthesis & Evaluation

Figure 49


ECOLES
English Schools
French Schools
Spring Garden

SCHOOLS